

the parties to whom such records will be released, and may include the reasons for such release, except that transcripts may be issued to other colleges or universities for admission as a result of telephone requests from the student.

(3) In cases where records are made available without student release as permitted by subsection (1)(b), (c), (d), (e), (f), and (g) of this section, the appropriate Evergreen official shall maintain a record, which will be made available to the student upon request kept with the education record, which will indicate the parties which have requested or obtained access to a student's records maintained by the college and which will indicate the legitimate interest of the investigating party. Releases in accordance with subsection (1)(a) of this section need not be recorded.

(4) Personally identifiable education records released to third parties, with or without student consent, shall be accompanied by a written statement indicating that the information cannot be subsequently released in a personally identifiable form to any other parties without obtaining consent of the student.

(5) Students may request that the college not release directory information by written notice to the registrar.

(6) Information from education records may be released to appropriate persons in connection with an emergency if the knowledge of such information is clearly necessary to protect the health or safety of a student or other person(s).

(7) Student information in computer files may be released only by the Evergreen individual or office which maintains the respective files.

[Statutory Authority: RCW 28B.40.120(12), 99-12-024, § 174-280-030, filed 5/25/99, effective 6/25/99. Statutory Authority: Chapter 34.05 RCW, 90-04-011, § 174-280-030, filed 1/26/90, effective 2/26/90.]

Title 180 WAC

EDUCATION, BOARD OF

Chapters

180-08	Practice and procedure.
180-16	State support of public schools.
180-18	Waivers for restructuring purposes.
180-20	School bus driver qualifications.
180-24	School district organization.
180-26	State assistance in providing school plant facilities—Educational specifications and site selection.
180-27	State assistance in providing school plant facilities—Basic state support.
180-29	State assistance in providing school plant facilities—Procedural regulations.
180-51	High school graduation requirements.
180-77A	Approval standards for vocational-technical teacher preparation programs.
180-78A	Approval standards for performance-based preparation programs for teachers, administrators, and educational staff associates.
180-79A	Standards for teacher, administrator, and educational staff associate certification.

180-82	Certificate endorsements and assignment of certificated personnel.
180-85	Professional certification—Continuing education requirement.

Chapter 180-08 WAC

PRACTICE AND PROCEDURE

WAC	
180-08-015	Scheduled review of state board rules.

WAC 180-08-015 Scheduled review of state board rules. The state board of education shall review all board rules not less than every three years.

[Statutory Authority: RCW 34.05.220, 99-10-092, § 180-08-015, filed 5/4/99, effective 6/4/99.]

Chapter 180-16 WAC

STATE SUPPORT OF PUBLIC SCHOOLS

WAC	
180-16-195	Annual reporting and review process.
180-16-220	Supplemental program and basic education allocation entitlement requirements.
180-16-221	Repealed.
180-16-222	Repealed.
180-16-226	Repealed.
180-16-231	Repealed.
180-16-236	Repealed.
180-16-238	Repealed.
180-16-240	Repealed.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-16-221	Assignment of classroom teachers within districts. [Statutory Authority: RCW 28A.150.220(4) and 28A.410.010, 98-01-031, § 180-16-221, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.150.220(6) and 28A.410.010, 97-04-083, § 180-16-221, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005, 87-12-040 (Order 9-87), § 180-16-221, filed 6/1/87. Statutory Authority: RCW 28A.58.754(6), 86-13-015 (Order 5-86), § 180-16-221, filed 6/10/86.] Repealed by 99-07-054, filed 3/16/99, effective 4/16/99. Statutory Authority: RCW 28A.150.220(4).
180-16-222	Exceptions to classroom teacher assignment policy. [Statutory Authority: RCW 28A.150.220(6) and 28A.410.010, 97-04-083, § 180-16-222, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.150.220(6), 94-24-040, § 180-16-222, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010, 93-07-102, § 180-16-222, filed 3/23/93, effective 4/23/93; 92-04-044, § 180-16-222, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.58.754(6), 86-13-015 (Order 5-86), § 180-16-222, filed 6/10/86.] Repealed by 99-07-054, filed 3/16/99, effective 4/16/99. Statutory Authority: RCW 28A.150.220(4).
180-16-226	Superintendent of public instruction annual report to state board of education. [Statutory Authority: RCW 28A.58.754(6), 86-13-015 (Order 5-86), § 180-16-226, filed 6/10/86.] Repealed by 99-07-054, filed 3/16/99, effective 4/16/99. Statutory Authority: RCW 28A.150.220(4).
180-16-231	Assignment of principals and vice-principals within districts. [Statutory Authority: RCW 28A.58.754(6), 86-13-015 (Order 5-86), § 180-16-231, filed 6/10/86.] Repealed by 99-07-054, filed 3/16/99, effective 4/16/99. Statutory Authority: RCW 28A.150.220(4).
180-16-236	Assignment of educational staff associates. [Statutory Authority: RCW 28A.410.010, 94-01-103, § 180-16-236, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.58.754(6), 86-13-015 (Order 5-86), §

- 180-16-236, filed 6/10/86.] Repealed by 99-07-054, filed 3/16/99, effective 4/16/99. Statutory Authority: RCW 28A.150.220(4).
- 180-16-238 Assignment of persons providing instruction of braille to students. [Statutory Authority: RCW 28A.410.010 and 1995 2nd sp.s. c 18 § 501 (2)(j). 96-11-111, § 180-16-238, filed 5/20/96, effective 6/20/96.] Repealed by 99-07-054, filed 3/16/99, effective 4/16/99. Statutory Authority: RCW 28A.150.220(4).
- 180-16-240 Compliance with other program requirements. [Statutory Authority: 1990 c 33. 90-17-009, § 180-16-240, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.754(6). 84-11-043 (Order 2-84), § 180-16-240, filed 5/17/84. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-240, filed 9/12/79. Statutory Authority: RCW 28A.58.750. 79-02-048 (Order 1-79), § 180-16-240, filed 1/30/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-240, filed 6/5/78.] Repealed by 99-10-091, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220].

WAC 180-16-195 Annual reporting and review process.

(1) **Annual district reports.** A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with these basic education allocation entitlement requirements. On or before the third Monday in October of each school year, each school district superintendent shall complete and return the program data report form(s) prepared and distributed by the superintendent of public instruction. Such forms shall be designed to elicit data necessary to a determination of a school district's compliance or noncompliance with these entitlement requirements. Data reported on any such form(s) by a school district shall accurately represent the actual status of the school district's program as of the first school day in October and as thus far provided and scheduled for the entire current school year. Such forms shall be signed by:

- (a) The school board president or chairperson, and
- (b) The superintendent of the school district.

(2) **State staff review.** State board of education staff shall review each school district's program data report and such supplemental state reports as staff deems necessary, conduct on-site monitoring visits of randomly selected school districts and prepare recommendations and supporting reports for presentation to the state board of education: Provided, That, if a school district's initial program data report and any other state reports considered do not establish compliance with these basic education allocation entitlement requirements, the district shall be provided the opportunity to explain the deficiency and provide supplemental data. School districts which foresee that they will not be able to comply with these entitlement requirements or that are deemed by the state board to be in noncompliance may petition for a waiver on the basis of the limited ground of substantial lack of classroom space as set forth in WAC 180-16-225.

(3) **Annual certification of compliance or noncompliance—Withholding of funds for noncompliance.**

(a) At the annual March meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify each school district as being in

compliance or noncompliance with these basic education allocation entitlement requirements.

(b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with these entitlement requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board. Basic education allocation funds shall be deducted from the basic education allocation of a school district that has been certified as being in noncompliance unless such district has received a waiver, pursuant to WAC 180-16-225, from the state board for such noncompliance, or assurance of program compliance is subsequently provided for the school year previously certified as in noncompliance and is accepted by the state board.

(d) The withholding of basic education allocation funding from a school district shall occur for a noncompliance provided that the school district has been given a reasonable amount of time to remediate the noncompliance situation, not to exceed forty school business days from the time the district receives notice of the noncompliance from the state board of education. It is presumed that forty school business days is a reasonable time for school districts to correct an existing noncompliance. The state board of education may extend such timeline only if the district demonstrates, by clear and convincing evidence, that such timeline is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

(e) The superintendent of public instruction, or his/her designee, after notification by the state board of education to a school district regarding an existing noncompliance, shall enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance(s), not to exceed forty school business days per noncompliance as specified in (d) of this subsection.

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline shall result in the immediate withholding of the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, or his/her designee, and the superintendent of public instruction, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors.

(f) In the event a school district fails to sign the compliance agreement within five school business days from the date of issuance or does not satisfy the terms of the signed compliance agreement within the designated amount of time, the superintendent of public instruction shall withhold state funds for the basic education allocation until program compliance is assured.

(g) The superintendent of public instruction shall withhold state funds for the basic education allocation to a school district based on the following procedure:

(i) For the first month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for the basic education allocation to a school district.

(ii) For the second month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for the basic education allocation to a school district.

(iii) For the third month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for the basic education allocation to a school district.

(iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured.

(h) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education staff. Such appeal shall be limited to the interpretation and application of these rules and regulations by such superintendent of public instruction. Such appeal shall not stay the withholding of any state funds pursuant to this section. The state board of education may not waive any of the basic education entitlement requirements as set forth in this chapter, except as provided in WAC 180-16-225.

[Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-195, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6). 84-11-043 (Order 2-84), § 180-16-195, filed 5/17/84. Statutory Authority: RCW 28A.04.120. 83-13-002 (Order 3-83), § 180-16-195, filed 6/2/83. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-195, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-195, filed 6/5/78.]

WAC 180-16-220 Supplemental program and basic education allocation entitlement requirements. The following requirement, while not imposed by the "Basic Education Act of 1977," is hereby established by the state board of

education as a related supplemental condition to a school district's entitlement to state basic education allocation funds.

Current and valid certificates. Every school district employee required by WAC 180-79A-140 to possess a professional education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, effective August 31, 1987, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC 180-82-105, 180-82-120, and 180-82-125, respectively.

[Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-220, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6), 28A.58.085 and 28A.58.090. 90-01-137, § 180-16-220, filed 12/20/89, effective 1/20/90. Statutory Authority: RCW 28A.58.090. 86-20-056 (Order 14-86), § 180-16-220, filed 9/29/86. Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-220, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-220, filed 5/17/84. Statutory Authority: 28A.04.120(4). 81-08-026 (Order 1-81), § 180-16-220, filed 3/26/81. Statutory Authority: RCW 28A.04.120. 80-06-093 (Order 7-80), § 180-16-220, filed 5/29/80. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-220, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-220, filed 6/5/78.]

WAC 180-16-221 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-222 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-226 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-231 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-236 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-238 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-240 Repealed. See Disposition Table at beginning of this chapter.

Chapter 180-18 WAC

WAIVERS FOR RESTRUCTURING PURPOSES

WAC

180-18-055

Alternative high school graduation requirements.

WAC 180-18-055 Alternative high school graduation requirements. (1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high

schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district or high school, with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years, or until any new graduation requirements the state board of education may adopt take effect, whichever comes first.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the state eleventh grade test the last three school years;

(g) Student scores on the secondary Washington assessment of student learning;

(h) The level and types of parent involvement at the school;

(i) The school's annual performance report the last three school years; and

(j) The level of student, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(6) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(7) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to college in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any waiver granted under this section.

(9) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(10) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

Chapter 180-20 WAC

SCHOOL BUS DRIVER QUALIFICATIONS

WAC

180-20-011	Training and qualifications of school bus drivers—Administration.
180-20-034	Definitions.
180-20-035	Repealed.
180-20-040	Repealed.
180-20-055	Repealed.
180-20-060	Repealed.
180-20-070	Repealed.
180-20-075	Repealed.
180-20-080	Repealed.
180-20-101	Minimum qualifications of school bus drivers.
180-20-111	Issuing procedures for school bus driver authorizations.
180-20-115	Issuing procedures for temporary school bus driver authorization—Effective period.
180-20-120	Discipline—Grounds for denial, suspension, or revocation of authorization.
180-20-150	Repealed.

DISPOSITION OF SECTIONS FORMERLY
CODIFIED IN THIS CHAPTER

- 180-20-035 Definition—School bus driver. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-035, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-035, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-040 Definition—A school bus driver's authorization. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-040, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-040, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-055 Definition—School bus driver instructor's endorsement. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-055, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-055, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-060 Definition—School bus driver training course. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-060, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-060, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-070 Definition—School bus driver annual in-service training course. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-070, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-070, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-075 Definition—School bus driver instructor's course. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-075, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-075, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-080 Definition—Instructor's annual in-service course. [Statutory Authority: RCW 28A.160.210. 93-08-007, § 180-20-080, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.
- 180-20-150 Training and qualifications of school bus drivers—Administration. [Statutory Authority: RCW 28A.160.210. 96-20-042, § 180-20-150, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-150, filed 3/24/93, effective 4/24/93.] Repealed by 99-08-004, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.160.210.

WAC 180-20-011 Training and qualifications of school bus drivers—Administration. It shall be the responsibility of the superintendent of public instruction to administer the program of training and qualifications of school bus drivers consistent with the provisions of this chapter.

[Statutory Authority: RCW 28A.160.210. 99-08-004, § 180-20-011, filed 3/25/99, effective 4/25/99.]

WAC 180-20-034 Definitions. As used in this chapter, the following terms mean:

(1) "Student" means the following:

(a) Any person enrolled in a school program who is under the supervision, direction, or control of the motor vehicle operator authorized under this chapter;

(b) Any person enrolled in a school program in any public school served by the motor vehicle operator;

(c) Any person enrolled in a school program in any public school while attending a school related activity at which the motor vehicle operator is performing professional duties; or

(d) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the motor vehicle operator. Former student, for the purpose of this section, includes but is not limited to drop outs, graduates, and students who transfer to other districts or schools.

(2) "School bus driver" means a person, who is employed by a school district including contracted drivers under WAC 180-20-031 (1) and (2) and as part of that employment or contract, operates a school bus as defined in WAC 392-143-010, as well as other motor vehicles for the regularly scheduled transportation of students between home and school, and for school related activities on routinely scheduled routes. An authorized school bus driver may also transport students on field trips and other school related activities.

(3) "A school bus driver's authorization" means an authorization issued by the superintendent of public instruction indicating that the person has met state board of education requirements to operate a school bus or other motor vehicle for the purpose of transporting students to and from school routinely on scheduled routes and for school activities.

(4) "School bus driver instructor's endorsement" means an endorsement issued by the superintendent of public instruction to a person successfully completing the superintendent of public instruction approved school bus driver instructor course. This endorsement qualifies a person to train and verify the training of school bus drivers. This endorsement shall lapse unless the holder successfully completes an annual school bus driver instructor's in-service course.

(5) "School bus driver training course" means a course established by the superintendent of public instruction and taught by a qualified school bus driver instructor. This course shall be successfully completed by all applicants for a continuing school bus driver's authorization.

(6) "School bus driver annual in-service training course" means an annual course taught by a qualified school bus driver instructor. The content and minimum time requirements of such course shall be annually determined by the superintendent of public instruction and shall be required to be completed by the end of the school year by all authorized school bus drivers.

(7) "School bus driver instructor's course" means a training program authorized by the superintendent of public instruction to qualify a person as a school bus driver instructor.

(8) "Instructor's annual in-service course" means an annual required course, the content of which shall be determined by the superintendent of public instruction. Successful completion of this course prevents the instructor's qualification from lapsing.

[Statutory Authority: RCW 28A.160.210. 99-08-004, § 180-20-034, filed 3/25/99, effective 4/25/99; 93-08-007, § 180-20-034, filed 3/24/93, effective 4/24/93.]

WAC 180-20-035 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-040 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-055 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-060 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-070 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-075 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-080 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-20-101 Minimum qualifications of school bus drivers. (1) Every school bus driver must meet and continue to meet the following minimum requirements:

(a) Be at least twenty-one years of age.

(b) Have a valid driver's license or commercial driver's license, as required by law, issued by the state department of licensing.

(c) Have at least one year of experience as a driver of a truck or commercial vehicle requiring a special endorsement or, in the alternative, at least three years of experience as a driver of a passenger vehicle.

(d) Hold a current and valid first aid card or equivalent which certifies that the applicant has completed a course in the basic principles of first aid.

(e) Submit to the school district a disclosure of all crimes against children or other persons and all civil adjudications in a dependency action or in a domestic relation action and all disciplinary board final decisions of sexual abuse or exploitation or physical abuse as required by RCW 43.43.834(2) and disclosure of all convictions which may be grounds for denial of authorization under (h), (i), and (j) of this subsection.

(f) Submit to a criminal record check according to chapter 28A.400 RCW which shows that no offenses have been committed which would be grounds for denial of an authorization.

(g) Shall not have misrepresented or concealed a material fact in obtaining a school bus driver's authorization or in reinstatement thereof in the previous five years.

(h) Shall not have had a driving license privilege suspended or revoked within the preceding three years; a certified copy of the suspension or revocation order issued by the department of licensing being conclusive evidence of the suspension or revocation.

(i) Shall not have incurred three or more speeding tickets in excess of ten miles per hour over the speed limit within any twelve-month period, within the last thirty-six months.

(j) Shall not have been convicted of any misdemeanor, gross misdemeanor, or felony (including instances in which a plea of guilty or nolo contendere is the basis for the conviction) or any proceedings in which the charge has been deferred from prosecution under chapter 10.05 RCW or the sentence has been deferred or suspended, and is related to the occupation of a school bus driver, including but not limited to the following:

(i) Any felony crime involving the physical neglect of a child under chapter 9A.42 RCW, the physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, sexual exploitation of a child under chapter 9.68A RCW; sexual offenses under chapter 9A.44 RCW where a minor is the victim; promoting prostitution of a minor under chapter 9A.88 RCW; the sale or purchase of a minor child under RCW 9A.64.030, or violation of similar laws of another jurisdiction;

(ii) Any crime involving the use, sale, possession, or transportation of any controlled substance or prescription within the last seven years: Provided, That in the case of felony convictions, the applicable time limit shall be ten years;

(iii) Any crime involving driving when a driver's license is suspended or revoked, hit and run driving, driving while intoxicated, being in physical control of motor vehicle while intoxicated, reckless driving, negligent driving of a serious nature, vehicular assault or vehicular homicide, within the last three years;

(iv) Any crime against children or other persons as defined in RCW 43.43.830(5) when the date of the conviction or prison release, which ever is more recent, is within ten years of the date of the job application for felonies and within seven years for other crimes.

(k) Shall not have been found in any dependency action under RCW 13.34.030 to have sexually assaulted or exploited any minor or to have physically abused any minor, within the last seven years.

(l) Shall not have been found by a court in a domestic relation proceeding under Title 26 RCW, to have sexually abused or exploited any minor or to have physically abused any minor, within the last seven years.

(m) Shall not have been found in any disciplinary board final decision to have sexually or physically abused or exploited any minor or developmentally disabled person, within the last seven years.

(n) Shall not have intentionally and knowingly transported public school students within the state of Washington within the previous five years with an expired, lapsed, surrendered, or revoked authorization in a position for which authorization is required under this chapter.

(o) Shall not have a serious behavioral problem which endangers the educational welfare or personal safety of students, teachers, bus drivers, or other colleagues. For the purpose of this chapter, a serious behavioral problem includes, but is not limited to, conduct which indicates unfitness to carry out the responsibilities related to the occupation or job performance of transporting children, such as: Dishonesty; immorality; or misuse of alcohol, a controlled substance, or a prescription drug; or furnishing alcohol or controlled substances to a minor or student.

(2) Every school bus driver must also meet and continue to meet the following requirements:

(a) Be certified by a local school district that the person seeking a school bus driver authorization:

(i) Is physically able to maneuver and control a school bus under all driving conditions; and

(ii) Is physically able to use all hand/or foot operated controls and equipment found on state minimum specified school buses; and

(iii) Is physically able to perform daily routine school bus vehicle safety inspections and necessary emergency roadside services; and

(iv) Has sufficient strength and agility to move about in a school bus as required to provide assistance to students in evacuating the bus. The driver must be able to move from a seated position in a sixty-five passenger school bus, or the largest school bus the driver will be operating, to the emergency door, open the emergency door, and exit the bus through the emergency door, all within twenty-five seconds.

(b) Provide certification of passing a physical examination every twenty-four months in accordance with the standards established in 49 C.F.R. 391.41 through 391.49, of the Federal Motor Carrier Safety Regulations. School bus drivers must continue to meet these physical examination requirements during the time between examinations. This requirement does not prevent a school district from requesting a more frequent examination.

(c) Satisfactorily complete a comprehensive school bus driver training course and each year thereafter, satisfactorily complete a school bus driver in-service training course.

[Statutory Authority: RCW 28A.160.210, 99-08-004, § 180-20-101, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-101, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-101, filed 3/24/93, effective 4/24/93.]

WAC 180-20-111 Issuing procedures for school bus driver authorizations. (1) School bus driver authorizations shall be issued by the superintendent of public instruction upon request by an authorized representative of the employing school district subject to compliance with the following provisions:

(2) The employing school district shall forward to the superintendent of public instruction an application for a school bus driver authorization prior to issuance. The following verifications relating to the applicant must be provided:

(a) Verification by a qualified training instructor of successful completion of the school bus driver training course, as defined in this chapter.

(b) Verification by the employing school district that it has on file a physical health certification or statement as required by this chapter.

(c) Verification by the employing school district that it has on file a current driver's abstract of the applicant's employment and nonemployment driving record issued by the department of licensing verifying compliance with all provisions of this chapter. The issue date of this abstract must be within sixty calendar days of the date the application is being submitted for authorization.

(d) Verification that the applicant has a current and valid first aid card or equivalent.

(e) Verification by the employing school district that it has on file a disclosure statement in compliance with preemployment inquiry regulations in WAC 162-12-140, signed by the applicant, specifying all convictions which relate to fitness to perform the job of a school bus driver under WAC 180-20-101 and all crimes against children or other persons, that meets the requirements of RCW 43.43.834(2).

(f) Verification that the school district has on file the results of a criminal record check as required under chapter 28A.400 RCW and that such results establish that the appli-

cant has not committed any offense which constitutes grounds for denying, suspending, or revoking an authorization under this chapter.

(g) Verification by the school district that it has on file an applicant's disclosure of all serious behavioral problems which explains the nature of all such problems and/or conditions, a listing of the names, addresses, and telephone numbers of all doctors, psychologists, psychiatrists, counselors, therapists, or other health care practitioners of any kind or hospitals, clinics, or other facilities who have examined and/or treated the applicant for such problems and/or conditions and dates of examinations, therapy, or treatment and the school district has determined that any reported serious behavioral problem does not endanger the education welfare or personal safety of students, teachers, bus drivers, or other colleagues.

(h) Verification by the employing school district that the applicant complies with all of the requirements for school bus drivers set forth in this chapter.

(3) Upon approval of an application, the superintendent of public instruction shall issue a notice of school bus driver authorization to the employing school district.

(4) Subsequent authorizations for an individual driver with new or additional employing school districts must be issued from the superintendent of public instruction to such districts prior to the operation of any motor vehicle for the transportation of children.

(5) On or before August 15 of each year, the superintendent of public instruction will provide each school district with a list of authorized drivers and their status.

[Statutory Authority: RCW 28A.160.210, 99-08-004, § 180-20-111, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-111, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-111, filed 3/24/93, effective 4/24/93.]

WAC 180-20-115 Issuing procedures for temporary school bus driver authorization—Effective period. A temporary authorization may be issued by an educational service district superintendent upon application by an authorized representative of the employing school district subject to compliance with the following provisions:

(1) Issuing procedure.

(a) Application for a temporary authorization must be approved by an authorized representative of the employing school district, verified by said school official that the applicant meets the qualification requirements set forth in WAC 180-20-101 (except for a course in first aid and/or the results of a requested criminal record check), and further verified by a certified instructor that the applicant has satisfactorily completed the school bus driver training course, as defined in this chapter. The application shall be submitted to the educational service district superintendent for approval.

(b) Upon approval of the application by the educational service district superintendent, the temporary authorization will be transmitted to the employing school district.

(2) Effective period. The temporary authorization shall be valid for a period of sixty calendar days and shall be non-renewable: Provided, That the issuing educational service district superintendent may extend such period for a reasonable number of days when extenuating circumstances exist.

[Statutory Authority: RCW 28A.160.210. 99-08-004, § 180-20-115, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-115, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-115, filed 3/24/93, effective 4/24/93.]

WAC 180-20-120 Discipline—Grounds for denial, suspension, or revocation of authorization. (1) A request for an authorization may be denied or an authorization issued under this chapter may be suspended, or revoked for failure to meet any of the minimum requirements set forth in WAC 180-20-101, established by a preponderance of the evidence.

(2) Conduct, which by a preponderance of the evidence, amounts to a serious behavioral problem which endangers the educational welfare or personal safety of students, teachers, bus drivers, or other colleagues is grounds for denial, suspension, or revocation whether or not the conduct constitutes a crime. If the act constitutes a crime, conviction in a criminal proceeding is not a condition precedent to denial, suspension, or revocation action. Upon such conviction, however, the judgment and sentence is conclusive evidence at the ensuing hearing of the guilt of the authorized driver or applicant of the crime described in the indictment or information, and of the person's violation of the statute on which it is based.

(3)(a) Any person in treatment for alcohol or other drug misuse shall have his or her authorization suspended until successful treatment is satisfactorily completed and the completion is confirmed by a state-approved alcohol or other drug treatment program at which time the authorization will be reinstated.

(b) In all cases of deferred prosecution under chapter 10.05 RCW, the authorization shall be suspended until the court confirms successful completion of the court approved treatment program at which time the authorization will be reinstated.

[Statutory Authority: RCW 28A.160.210. 99-08-004, § 180-20-120, filed 3/25/99, effective 4/25/99; 96-20-042, § 180-20-120, filed 9/24/96, effective 10/25/96; 93-08-007, § 180-20-120, filed 3/24/93, effective 4/24/93.]

WAC 180-20-150 Repealed. See Disposition Table at beginning of this chapter.

180-24-125	Election of regional committee members—Call for election—Regional committee members.
180-24-130	Election of regional committee members—Candidates—Eligibility—Filing.
180-24-135	Election of regional committee members—Declaration and affidavit of candidacy form.
180-24-140	Election of regional committee members—Biographical data form.
180-24-145	Election of regional committee members—Withdrawal of candidacy.
180-24-150	Election of regional committee members—Ballots—Contents.
180-24-155	Election of regional committee members—Ballots and envelopes—Mailing to voters.
180-24-160	Election of regional committee members—Voting—Marking and return of ballots.
180-24-165	Election of regional committee members—Election board—Appointment and composition.
180-24-170	Election of regional committee members—Receipt of ballots and count of votes.
180-24-175	Election of regional committee members—Ineligible votes.
180-24-180	Election of regional committee members—Recount of votes cast—Automatic or by request.
180-24-185	Election of regional committee members—Certification of election.
180-24-190	Election of regional committee members—Run off elections.
180-24-195	Notification to superintendent of public instruction of regional committee meetings.
180-24-197	Regional committee responsibility—Assistance of superintendent of public instruction.
180-24-200	Repealed.
180-24-205	Transfer of territory—Procedures and timelines.
180-24-210	Adjustment of assets and liabilities—Considerations.
180-24-215	Superintendent of public instruction staff review of regional committee proposals—When.
180-24-220	Action by state board of education—When.
180-24-300	Repealed.
180-24-305	Decodified.
180-24-310	Decodified.
180-24-312	Decodified.
180-24-315	Decodified.
180-24-320	Decodified.
180-24-325	Repealed.
180-24-327	Decodified.
180-24-330	Repealed.
180-24-340	Repealed.
180-24-345	Repealed.
180-24-350	Repealed.
180-24-355	Repealed.
180-24-360	Repealed.
180-24-365	Repealed.
180-24-370	Repealed.
180-24-375	Repealed.
180-24-380	Repealed.

Chapter 180-24 WAC

SCHOOL DISTRICT ORGANIZATION

WAC	
180-24-003	Authority.
180-24-007	Purpose and policy of chapter.
180-24-00701	Regional committee decision making criteria.
180-24-008	Repealed.
180-24-009	Constitutional and statutory framework.
180-24-013	Repealed.
180-24-016	Repealed.
180-24-017	Repealed.
180-24-021	Repealed.
180-24-080	Repealed.
180-24-101	Repealed.
180-24-102	Repealed.
180-24-105	Election of regional committee members—Applicable provisions.
180-24-110	Election of regional committee members—Election officer.
180-24-112	Repealed.
180-24-115	Election of regional committee members—Dissolution—Position numbers—Initial elections—Regular elections—Terms of office.
180-24-120	Election of regional committee members—Tentative certification of electors.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-24-008	Constitutional and statutory framework. [Statutory Authority: 1990 c 33. 90-17-009, § 180-24-008, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), § 180-24-008, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
180-24-013	State policy—The preferred four-part test. [Statutory Authority: 1990 c 33. 90-17-009, § 180-24-013, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), § 180-24-013, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
180-24-016	Factors pertaining to geographic accessibility. [Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), § 180-24-016, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
180-24-017	Factors pertaining to operational efficiency. [Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), § 180-24-017, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.

- 180-24-021 Statutory framework for implementation of modification in school district organization. [Statutory Authority: 1990 c 33, 90-17-009, § 180-24-021, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-021, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-080 Notification to superintendent of public instruction of regional committee meetings. [Statutory Authority: 1990 c 33, 90-17-009, § 180-24-080, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-080, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-101 Organizational impact statement—Requirement. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-101, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-102 Regional committee responsibility—Assistance of superintendent of public instruction. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-102, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-112 Adjustment of assets and liabilities considerations. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-112, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-200 Numbering system of school districts. [Statutory Authority: 1990 c 33, 90-17-009, § 180-24-200, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-200, filed 2/4/87; Order 2-72, § 180-24-200, filed 6/27/72.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-300 Election of regional committee members—Applicable provisions. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-300, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-305 Election of regional committee members—Election officer. [Statutory Authority: 1990 c 33, 90-17-009, § 180-24-305, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-305, filed 2/4/87.] Amended and decodified by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-310 Election of regional committee members—Dissolution—Position numbers—Initial elections—Regular elections—Terms of office. [Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-310, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-310, filed 2/4/87.] Amended and decodified by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-312 Election of regional committee members—Tentative certification of electors. [Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-312, filed 6/3/94, effective 7/4/94. Statutory Authority: 1990 c 33, 90-17-009, § 180-24-312, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-312, filed 2/4/87.] Amended and decodified by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-315 Election of regional committee members—Call for election—Regional committee members. [Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-315, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-315, filed 2/4/87.] Decodified by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-320 Election of regional committee members—Candidates—Eligibility—Filing. [Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-320, filed 6/3/94, effective 7/4/94. Statutory Authority: 1990 c 33, 90-17-009, § 180-24-320, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-320, filed 2/4/87.] Amended and decodified by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-325 Election of regional committee members—Declaration and affidavit of candidacy form. [Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-325, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-325, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-327 Election of regional committee members—Biographical data form. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-327, filed 2/4/87.] Decodified by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-330 Election of regional committee members—Withdrawal of candidacy. [Statutory Authority: 1990 c 33, 90-17-009, § 180-24-330, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-330, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-340 Election of regional committee members—Ballots—Contents. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-340, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-345 Election of regional committee members—Ballots and envelopes—Mailing to voters. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-345, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-350 Election of regional committee members—Voting—Marking and return of ballots. [Statutory Authority: 1990 c 33, 90-17-009, § 180-24-350, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-350, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-355 Election of regional committee members—Election board—Appointment and composition. [Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-355, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-355, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-360 Election of regional committee members—Receipt of ballots and count of votes. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-360, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-365 Election of regional committee members—Ineligible votes. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-365, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-370 Election of regional committee members—Recount of votes cast—Automatic—By request. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-370, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.
- 180-24-375 Election of regional committee members—Certification of election. [Statutory Authority: RCW 28A.04.120(9).

87-04-059 (Order 1-87), § 180-24-375, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.

180-24-380 Election of regional committee members—Run off elections. [Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-380, filed 2/4/87.] Repealed by 99-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW.

WAC 180-24-003 Authority. The general authority for this chapter is RCW 28A.305.130(10), 28A.315.015 (2)(e), 28A.315.175, 28A.315.195(4), and 28A.315.205(3).

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW, 99-24-125, § 180-24-003, filed 12/1/99, effective 1/1/00. Statutory Authority: 1990 c 33, 90-17-009, § 180-24-003, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-003, filed 2/4/87.]

WAC 180-24-007 Purpose and policy of chapter. (1) The purpose of this chapter is the same as set forth under RCW 28A.315.015(1).

(2) It is the policy of the state that decisions on changes in school district boundaries should be made by the affected districts whenever possible. When this is not possible the decision shall be made by the appropriate regional committee on school district organization consistent with the following policies:

(a) A balance of local petition requests and the needs of the state-wide community at-large in a manner that advances the best interest of public education (see RCW 28A.315.015 (2)(a) for full text);

(b) Contributing to logical service boundaries (see RCW 28A.315.015 (2)(b) for full text);

(c) Enhancing the educational opportunities of pupils (see RCW 28A.315.015 (2)(c) for full text); and

(d) Promoting a wiser use of public funds (see RCW 28A.315.015 (2)(d) for full text).

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW, 99-24-125, § 180-24-007, filed 12/1/99, effective 1/1/00. Statutory Authority: 1990 c 33, 90-17-009, § 180-24-007, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), § 180-24-007, filed 2/4/87.]

WAC 180-24-00701 Regional committee decision making criteria. (1) The regional committee shall give consideration to all of the following criteria when reviewing the proposed transfer of territory:

(a) Annual school performance reports (see RCW 28A.315.205 (4)(a) for full text);

(b) Safety and welfare of pupils (see RCW 28A.315.205 (4)(b) for full text);

(c) History and relationship of the property affected to the students and communities affected (see RCW 28A.315.205 (4)(c) for full text);

(d) Geographic accessibility (see RCW 28A.315.205 (4)(d) for full text);

(e) Disparities in per pupil valuation, economies of operation and transportation costs (see RCW 28A.315.205 (4)(e) for full text); and

(f) Other criteria or considerations as may be established in rule by the state board of education. (RCW 28A.315.015 (2)(e)).

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(2) Under RCW 28A.315.195(2) the boundaries of the school districts affected by a proposed change in school district organization shall be contiguous to one another.

(3) Under RCW 28A.315.205 (4)(a), every element of the annual school performance report shall be considered and no one element shall be given undue weight in comparison to any other element.

(4) Under RCW 28A.315.205(4), "geographic accessibility" includes, but is not limited to, consideration of the following factors:

(a) Mountains, hills, valleys, wasteland, and related geographic and man-made features, which either enhance or impede travel.

(b) Rivers, lakes, canals, and other natural or man-made waterways and bodies of water, which either enhance or impede travel.

(c) The extent and nature of roads, highways, ferries, and traffic patterns.

(d) Climatic conditions.

(e) Time required to travel to and from school.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW, 99-24-125, § 180-24-00701, filed 12/1/99, effective 1/1/00.]

WAC 180-24-008 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-009 Constitutional and statutory framework. See RCW 28A.315.005.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW, 99-24-125, § 180-24-009, filed 12/1/99, effective 1/1/00.]

WAC 180-24-013 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-016 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-017 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-021 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-080 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-101 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-102 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-105 Election of regional committee members—Applicable provisions. In addition to the provisions of RCW 28A.315.105 through 28A.315.145, the provisions of WAC 180-24-105 through 180-24-190 shall apply to the election of regional committee members.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-105, filed 12/1/99, effective 1/1/00.]

WAC 180-24-110 Election of regional committee members—Election officer. In accordance with RCW 28A.315.125, the educational service district superintendent shall serve as the election officer for the coordination and conduct of the election of members of the respective regional committees of the educational service districts.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, amended and recodified as § 180-24-110, filed 12/1/99, effective 1/1/00. Statutory Authority: 1990 c 33. 90-17-009, § 180-24-305, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), §§ 180-24-110 and 180-24-305, filed 2/4/87.]

WAC 180-24-112 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-115 Election of regional committee members—Dissolution—Position numbers—Initial elections—Regular elections—Terms of office. (1) Elections for members of regional committees shall be conducted within the time periods noted in WAC 180-24-120 through 180-24-190.

(2) Regional committee member position numbers shall be assigned by the educational service district superintendent for purposes of all elections held pursuant to RCW 28A.315.125. For the election of a new regional committee following a change in the number of educational service districts or board members, regional committee member positions one, three, five, seven, and nine shall be for a term of two years, positions two, four, six, and eight shall be for a term of four years.

(3) Regular elections of regional committee members shall be conducted in even-numbered years for four-year terms and until their successors are certified as elected: Provided, That whenever a change in the number of educational service districts or board members occurs, a new regional committee shall be elected for each affected educational service district at the next regular election.

(4) Those regional committee members serving within an educational service district affected by the change shall continue to constitute the regional committee for the educational service district within which they are registered to vote until the majority of a new regional committee has been elected and certified at the next regular election.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, amended and recodified as § 180-24-115, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416. 94-13-018, § 180-24-310, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), §§ 180-24-115 and 180-24-310, filed 2/4/87.]

WAC 180-24-120 Election of regional committee members—Tentative certification of electors. (1) On September twenty-first of each even-numbered year, or if such date is a Saturday, Sunday, or holiday, the state working day immediately preceding such date, the educational service district superintendent shall certify a tentative list of electors consisting of all persons eligible to vote, per RCW 28A.315.125, if the election were held on that date.

(2) The list of eligible voters as authorized by RCW 28A.315.125(x) shall remain open for changes until 5:00 p.m. October twenty-sixth or, in the event such date is a Saturday, Sunday, or holiday, until 5:00 p.m. the working day immediately following such date. The educational service district superintendent as soon thereafter as is practical shall certify the list of electors.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, amended and recodified as § 180-24-120, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416. 94-13-018, § 180-24-312, filed 6/3/94, effective 7/4/94. Statutory Authority: 1990 c 33. 90-17-009, § 180-24-312, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), §§ 180-24-120 and 180-24-312, filed 2/4/87.]

WAC 180-24-125 Election of regional committee members—Call for election—Regional committee members. On or before September twenty-fifth of each even-numbered year, the educational service district superintendent shall call for an election for the purpose of electing members of the regional committee for those positions whose term of office expires in January of the following year. Such notice shall be sent to each eligible voter and shall contain instructions and a copy of the pertinent rules and regulations for the conduct of the election.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, amended and recodified as § 180-24-125, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416. 94-13-018, § 180-24-315, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.04.120(9). 87-04-059 (Order 1-87), §§ 180-24-125 and 180-24-315, filed 2/4/87.]

WAC 180-24-130 Election of regional committee members—Candidates—Eligibility—Filing. (1) Eligibility. A person is eligible to be a candidate for membership on the regional committee if he or she is a registered voter and a resident of the committee member district for which the candidate files. Eligibility is restricted pursuant to RCW 28A.315.115.

(2) Forms for filing. A person who desires to be a candidate shall complete:

(a) The declaration of candidacy and affidavit form provided for in WAC 180-24-135; and

(b) The biographical data form provided for in WAC 180-24-140: Provided, That a declarant may elect not to submit biographical data.

(3) Filing period. The filing period for candidates for a position on a regional committee is from October first through October fifteenth of each even-numbered year. Any declaration of candidacy that is not received by the educational service district superintendent on or before 5:00 p.m. October fifteenth shall not be accepted and such a declarant shall not be a candidate: Provided, That any declaration that is postmarked on or before midnight October fifteenth and received by mail on or before 5:00 p.m. October twentieth shall be accepted: Provided further, That any declaration received pursuant to the United States mail on or before 5:00 p.m. October twentieth that is not postmarked or legibly postmarked shall also be accepted.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, amended and recodified as § 180-24-130, filed 12/1/99, effective

1/1/00. Statutory Authority: RCW 28A.305.130(10), 28A.315.010(1) and 1993 c 416, 94-13-018, § 180-24-320, filed 6/3/94, effective 7/4/94. Statutory Authority: 1990 c 33, 90-17-009, § 180-24-320, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), §§180-24-130 and 180-24-320, filed 2/4/87.]

WAC 180-24-135 Election of regional committee members—Declaration and affidavit of candidacy form. The declaration and affidavit of candidacy which each candidate is required to substantially complete and to file as a condition to having his or her name placed on an official ballot shall be as follows:

I,, solemnly swear (or affirm): That I reside within the boundary of Educational Service District No., within the boundary of regional committee member district No., and am a registered voter of the same regional committee member district; That I am aware that, if elected, I cannot concurrently serve as the superintendent of public instruction, a member of the state board of education, an educational service district superintendent, a member of a board of directors of a school district, a member of an educational service district board, a member of a governing board of either a private school or a private school district which conducts any grades kindergarten through twelve, an officer appointed by any such governing board, an employee of a school district, an employee of an educational service district, an employee of the office of the superintendent of public instruction, an employee of a private school, or an employee of a private school district; and That I hereby declare myself a candidate for membership on Educational Service District No. Regional Committee on school district organization for a term of four years beginning the second Monday in January, 19. . . , subject to the election to be held pursuant to law and I request that my name be listed on the ballot therefor.

Further, I solemnly swear (or affirm) that I will support the Constitution and laws of the state of Washington.

(Signed)
Address:
.

SUBSCRIBED and sworn (or affirmed) to before me this. day of., 19. . .

.
NOTARY PUBLIC in and for the state of Washington, residing at

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-135, filed 12/1/99, effective 1/1/00.]

WAC 180-24-140 Election of regional committee members—Biographical data form. The educational service district superintendent shall provide a biographical data form not exceeding two letter size typewritten pages in length which each candidate may complete. Completed forms submitted to the educational service district superintendent by a candidate must be camera ready. Biographical data forms shall be reproduced as submitted and distributed by the superintendent with the ballots to each voter. The biographical data form shall require no more information from the can-

didate than the candidate's name and address and the regional committee district number for which the candidate is filing.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, amended and recodified as § 180-24-140, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.04.120(9), 87-04-059 (Order 1-87), §§ 180-24-140 and 180-24-327, filed 2/4/87.]

WAC 180-24-145 Election of regional committee members—Withdrawal of candidacy. (1) Any candidate may withdraw his or her declaration of candidacy by delivering a written, signed and notarized statement of withdrawal to the educational service district superintendent on or before 5:00 p.m. October twentieth. A candidate's failure to withdraw as prescribed above shall result in the inclusion of the candidate's name on the appropriate election ballot.

(2) A regional committee member district position shall be stricken from the ballot if no candidate files for the position within the timelines specified in WAC 180-24-130.

(3) Board-member district positions which become vacant after the call of election specified in WAC 180-24-125 shall be filled by appointment by the regional committee pursuant to RCW 28A.315.135 and the appointee shall serve until his or her successor has been elected at the next election called by the educational service district superintendent.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-145, filed 12/1/99, effective 1/1/00.]

WAC 180-24-150 Election of regional committee members—Ballots—Contents. Ballots shall be prepared by the educational service district superintendent. The ballot for the position subject to election pursuant to this chapter shall contain the names of each candidate eligible for the position. There shall be a separate listing of the candidates for each regional committee member district open in the particular educational service district. The educational service district superintendent shall develop voting instructions which shall accompany the ballots.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-150, filed 12/1/99, effective 1/1/00.]

WAC 180-24-155 Election of regional committee members—Ballots and envelopes—Mailing to voters. (1) On or before November first ballots shall be mailed to voters together with two envelopes to be used for voting. The outer and larger envelope (i.e., official ballot envelope) shall:

- (a) Be labeled "official ballot";
- (b) Be preaddressed with the educational service district superintendent as addressee;
- (c) Have provision for prepaid postage; and
- (d) Have provision for the identification of the voter, mailing address, his or her school district, and educational service district.

The inner and smaller envelope shall be unlabeled and unmarked.

(2) One ballot and two envelopes to be used for voting purposes and pertinent instructions for voting purposes shall be mailed to each member of a public school district board of directors as certified by the educational service district superintendent pursuant to WAC 180-24-145.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-155, filed 12/1/99, effective 1/1/00.]

WAC 180-24-160 Election of regional committee members—Voting—Marking and return of ballots. (1) The election shall be conducted in strict accordance with the requirements of RCW 28A.315.125.

(2) Marking of ballots. Each member of a public school district board of directors may vote for one of the candidates in each regional committee district named on his or her ballot by placing an "X," or other mark, in the space provided next to the name of a candidate.

(3) Return of ballots. Each member of a public school district board of directors shall complete voting by:

(a) Placing his or her marked official ballot in the smaller, unmarked envelope and sealing the same;

(b) Placing the smaller envelope containing the ballot in the larger preaddressed envelope marked "official ballot" and sealing the same;

(c) If not already designated, completing the following information on the face of the official ballot envelope: Name, mailing address, identification of school district, and educational service district;

(d) Placing the official ballot envelope in the United States mail to the superintendent of the educational service district.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-160, filed 12/1/99, effective 1/1/00.]

WAC 180-24-165 Election of regional committee members—Election board—Appointment and composition. In each election the educational service district board shall appoint a three member election board and at least one alternate who shall serve in the absence of a regular member of the election board. Votes cast at elections conducted pursuant to this chapter shall be counted by the educational service district superintendent or his or her designee and the election board.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-165, filed 12/1/99, effective 1/1/00.]

WAC 180-24-170 Election of regional committee members—Receipt of ballots and count of votes. (1) As official ballot envelopes are received by the educational service district superintendent, a preliminary determination shall be made as to the eligibility of the voter, and a record shall be made on a list of eligible voters that the voter has voted. Official ballot envelopes not submitted in compliance with this chapter and other envelopes containing ballots shall be set aside for a final review and acceptance or rejection by the election board.

(2) The election board shall convene for the purpose of counting votes after November twenty-first and not later than November twenty-fifth or the next business day if the twenty-fifth falls on a Saturday, Sunday, or legal holiday at a date, time and place designated by the educational service district superintendent. Official ballot envelopes that are accepted by the election board shall be opened, and the inner envelopes containing ballots shall be removed and placed aside, still

sealed. The inner envelopes shall then be opened and the votes counted by the election board.

(3) No record shall be made or maintained of the candidate for which any voter cast his or her vote.

(4) Each vote cast shall count as one full vote, and a candidate shall be elected by a majority of the total votes cast for all candidates for the particular position.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-170, filed 12/1/99, effective 1/1/00.]

WAC 180-24-175 Election of regional committee members—Ineligible votes. The following ballots and votes shall be declared void and shall not be accepted:

(1) Votes for write-in candidates;

(2) Votes cast on other than an official ballot provided pursuant to this chapter;

(3) Ballots which contain a vote for more than one candidate in a regional committee member district;

(4) Ballots contained in other than an official ballot envelope provided pursuant to this chapter;

(5) Ballots contained in an official ballot envelope upon which the voter's name is not designated;

(6) Ballots received after 5:00 p.m. November sixteenth: Provided, That any ballot that is postmarked on or before midnight November sixteenth and received prior to the initial counting of votes by the election board shall be accepted: Provided further, That any ballot received pursuant to the United States mail on or before 5:00 p.m. on November twenty-first that is not postmarked or legibly postmarked shall also be accepted; and

(7) Such other ballots or votes as the election board shall determine to be unidentifiable or unlawful.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-175, filed 12/1/99, effective 1/1/00.]

WAC 180-24-180 Election of regional committee members—Recount of votes cast—Automatic or by request. (1) Automatic. A recount of votes cast shall be automatic if the difference between any two viable candidates for the same position is one vote or less than one percent of votes cast for the position, whichever is greater. For the purpose of this section, the term viable candidate shall mean any candidate whose election outcome could be changed if the difference noted above were added to his or her total votes.

(2) Upon request. A recount of votes cast shall be afforded any candidate as a matter of right: Provided, That the request shall be made in writing and received by the educational service district superintendent within seven calendar days after the date upon which the votes were counted by the election board.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-180, filed 12/1/99, effective 1/1/00.]

WAC 180-24-185 Election of regional committee members—Certification of election. Within ten calendar days after the date upon which the votes were counted, the educational service district superintendent shall officially certify to the superintendent of public instruction the name or

names of the candidate(s) elected to membership on the regional committee.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-185, filed 12/1/99, effective 1/1/00.]

WAC 180-24-190 Election of regional committee members—Run off elections. (1) If no candidate receives a majority of the votes cast, then, not later than the first day of December, the educational service district superintendent shall call a second election to be conducted in the same manner as the first election and at which the candidates shall be the two candidates receiving the highest and next highest number of votes cast. No vote cast at such second election shall be received for counting if postmarked after the sixteenth day of December, or if not postmarked or the postmark is not legible, if received by mail after 5:00 p.m. of the twenty-first day of December. Votes cast at the second election shall be counted in accordance with WAC 180-24-165 through 180-24-180 prior to the second Monday of January next following. The candidate receiving a majority of the votes cast at any such second election shall be declared elected.

(2) In the event of a tie in such second election, the candidate elected shall be determined by a chance drawing of a nature established by the educational service district superintendent.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-190, filed 12/1/99, effective 1/1/00.]

WAC 180-24-195 Notification to superintendent of public instruction of regional committee meetings. The secretary of each regional committee—i.e., the educational service district superintendent—shall notify the superintendent of public instruction of all meetings of the regional committee called pursuant to RCW 28A.315.100 and all proposals pursuant to RCW 28A.315.110.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-195, filed 12/1/99, effective 1/1/00.]

WAC 180-24-197 Regional committee responsibility—Assistance of superintendent of public instruction. The superintendent of public instruction shall assist the regional committees by providing technical assistance, training, and other support the state superintendent deems necessary or as may be requested by the regional committee.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-197, filed 12/1/99, effective 1/1/00.]

WAC 180-24-200 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-205 Transfer of territory—Procedures and timelines. The procedures and timelines governing proposed transfers of territory shall be governed by the provisions of RCW 28A.315.195 through 28A.315.215.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-205, filed 12/1/99, effective 1/1/00. Statutory Authority: 1990 c 33, 90-17-009, § 180-24-205, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.130 and 28A.04.120(9), 89-22-005, § 180-24-205, filed 10/20/89, effective 11/20/89.]

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WAC 180-24-210 Adjustment of assets and liabilities—Considerations. In determining an equitable adjustment of assets and liabilities, the negotiating school districts, the regional committees, and the state board of education shall consider the factors under RCW 28A.315.245.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-210, filed 12/1/99, effective 1/1/00.]

WAC 180-24-215 Superintendent of public instruction staff review of regional committee proposals—When. Pursuant to RCW 28A.315.205(5), when a decision of a regional committee to approve a proposed transfer of territory is appealed to the state board of education, staff of the office of superintendent of public instruction, prior to the appeal hearing, shall be responsible for:

(1) Collecting from the applicable educational service district superintendent the written record of the approved transfer proposal and providing a copy of the written record to the state board of education;

(2) Reviewing the written record and, at the superintendent's discretion, providing to the state board the staff's judgment as to whether the regional committee failed to follow the applicable statutory and regulatory procedures or acted in an arbitrary and capricious manner.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-215, filed 12/1/99, effective 1/1/00.]

WAC 180-24-220 Action by state board of education—When. Pursuant to RCW 28A.315.205(5), the state board of education shall act on a proposed transfer of territory only when there is an appeal to the board of a decision of a regional committee to approve a proposed transfer of territory.

[Statutory Authority: 1999 c 315, partial veto and chapter 28A.315 RCW. 99-24-125, § 180-24-220, filed 12/1/99, effective 1/1/00.]

WAC 180-24-300 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-305 Decodified. See Disposition Table at beginning of this chapter.

WAC 180-24-310 Decodified. See Disposition Table at beginning of this chapter.

WAC 180-24-312 Decodified. See Disposition Table at beginning of this chapter.

WAC 180-24-315 Decodified. See Disposition Table at beginning of this chapter.

WAC 180-24-320 Decodified. See Disposition Table at beginning of this chapter.

WAC 180-24-325 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-327 Decodified. See Disposition Table at beginning of this chapter.

WAC 180-24-330 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-340 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-345 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-350 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-355 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-360 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-365 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-370 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-375 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-24-380 Repealed. See Disposition Table at beginning of this chapter.

Chapter 180-26 WAC

STATE ASSISTANCE IN PROVIDING SCHOOL PLANT FACILITIES—EDUCATIONAL SPECIFICATIONS AND SITE SELECTION

WAC

180-26-040 District authority to proceed.

WAC 180-26-040 District authority to proceed. Upon completion of the educational specifications and the site review by the superintendent of public instruction as provided for in WAC 180-26-020, the school district is authorized to proceed as follows:

- (1) Commence with the design of the school facility in accordance with the district's educational specifications.
- (2) Complete the energy conservation report pursuant to WAC 180-27-075.
- (3) Complete a value engineering study and constructability review pursuant to WAC 180-27-080.
- (4) Contract for building commissioning pursuant to WAC 180-27-080.
- (5) Contract for construction management pursuant to WAC 180-27-102.

[Statutory Authority: RCW 28A.525.020, 99-24-046, § 180-26-040, filed 11/24/99, effective 12/25/99; 98-19-140, § 180-26-040, filed 9/23/98, effective 10/24/98. Statutory Authority: RCW 28A.47.830, 85-24-047 (Order 24-

85), § 180-26-040, filed 11/27/85; 83-21-065 (Order 10-83), § 180-26-040, filed 10/17/83.]

Chapter 180-27 WAC

STATE ASSISTANCE IN PROVIDING SCHOOL PLANT FACILITIES—BASIC STATE SUPPORT

WAC

180-27-020	Related factors and formula for determining amount of state assistance.
180-27-030	Applicable state matching percentage for project.
180-27-056	Funding during the period of a priority approval process order by state board of education.
180-27-080	Value engineering studies, constructability reviews, and building commissioning—Requirements and definition.
180-27-102	Construction management.
180-27-600	Emergency repair grant applications—Definitions—"Emergency repair," "imminent health and safety hazards," and "local funding."
180-27-605	Emergency repair grant applications—Contents of applications.
180-27-610	Emergency repair grant applications—State board of education approval/disapproval.
180-27-615	Emergency repair grant applications—Repayment conditions.

WAC 180-27-020 Related factors and formula for determining amount of state assistance. (1) The amount of state assistance to a school district to provide school facilities shall be determined on the basis of component factors, as hereinafter set forth in this chapter, relating to:

- (a) The number of unhoused students;
 - (b) Space allocations;
 - (c) Reduction of the number of operating schools as per chapter 180-33 WAC;
 - (d) Area cost allowance;
 - (e) Allowances for furniture and equipment purchases;
 - (f) The amount of insurance, federal, or other nontax source local moneys applied to a school facilities project;
 - (g) Certain specified costs which must be financed directly by the school district; and
 - (h) The amount of fees for professional services.
- (2) State assistance for an approved project shall be derived by multiplying the percentage of state assistance determined pursuant to RCW 28A.525.166 by the following:
- (a) The eligible construction cost which shall be calculated by multiplying the approved square foot area of the project as set forth in WAC 180-27-035 by the area cost allowance as set forth in WAC 180-27-060;
 - (b) The cost of preparing educational specifications as set forth in WAC 180-27-065;
 - (c) The cost of architectural and engineering services as set forth in WAC 180-27-070;
 - (d) The cost of preparing and reviewing the energy conservation report as set forth in WAC 180-27-075;
 - (e) The cost of a value engineering study, a constructability review, and building commissioning as set forth in WAC 180-27-080;
 - (f) The construction cost savings—sharing incentive as set forth in WAC 180-27-085;
 - (g) The cost of furniture and equipment as set forth in WAC 180-27-095;
 - (h) The cost of special inspections and testing as set forth in WAC 180-27-100; and

(i) The cost of construction management as set forth in WAC 180-27-102.

Any cost in excess of the maximum allowable shall be financed entirely by the school district.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-020, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.525.020 and chapters 39.35 and 60.28 RCW. 92-24-027, § 180-27-020, filed 11/24/92, effective 12/25/92. Statutory Authority: 1990 c 33. 90-17-009, § 180-27-020, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.47.830. 83-21-066 (Order 11-83), § 180-27-020, filed 10/17/83.]

WAC 180-27-030 Applicable state matching percentage for project. Pursuant to provisions of RCW 28A.525.168, the percentage of state assistance used for the allocation of state moneys shall be the highest amount prevailing at the time of:

- (1) Passage of bonds and/or levies by the voters of the school district to meet the requirement for local funding;
- (2) State board of education project approval; or
- (3) Superintendent of public instruction approval to bid.

In the event that a district is otherwise eligible to receive approval to bid one or more projects but a lack of state matching funds precludes the issuance of such approval(s), the district shall retain the higher percentage of state assistance as provided for in this section for such approval(s). This provision shall apply to all projects having received project approval by the state board of education after September 1, 1997.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-030, filed 12/1/99, effective 1/1/00; 98-19-143, § 180-27-030, filed 9/23/98, effective 10/24/98. Statutory Authority: 1990 c 33. 90-17-009, § 180-27-030, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.47.830. 83-21-066 (Order 11-83), § 180-27-030, filed 10/17/83.]

WAC 180-27-056 Funding during the period of a priority approval process order by state board of education. During the period of a priority approval process imposed by order of the state board of education school construction projects shall receive final approval pursuant to WAC 180-29-107 as follows:

(1) On or after July 1 following the state board of education order for the implementation of a priority approval process the superintendent of public instruction shall rank all projects for which final approval has been requested pursuant to WAC 180-29-107 as per the applicable priority list in WAC 180-27-500. Only school construction projects with state board of education approval under WAC 180-25-045 and secured local capital funds by January 31 of the previous state fiscal year and eligible for final approval pursuant to WAC 180-29-107 by June 30 of the previous state fiscal year shall be placed on the priority list.

(2) Each fiscal year the superintendent of public instruction shall give final approval to school construction projects on the priority list pursuant to WAC 180-29-107 based on the level and conditions of legislative appropriations. For the purpose of this subsection the term "estimated revenue available for the state fiscal year" shall mean the estimated revenue from the common school construction fund for the current state fiscal year and the subsequent state fiscal year, the result of which is divided by two.

(3) In the event the state board of education does not rescind the order for the implementation of a priority approval process by the close of the state fiscal year, school construction projects remaining on the priority list without final approval and, therefore, without secured funding status pursuant to WAC 180-29-107 shall be combined with new school construction projects that have secured local capital funds by January 31 of the state fiscal year and that are eligible, pursuant to WAC 180-29-107, for final approval by the close of the state fiscal year, and a new priority list shall be established on or after July 1 of the next state fiscal year and such remaining and new school construction projects shall be eligible for final approval pursuant to the provisions of subsections (1) and (2) of this section.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-056, filed 12/1/99, effective 1/1/00; 98-23-033, § 180-27-056, filed 11/10/98, effective 12/11/98; 98-19-143, § 180-27-056, filed 9/23/98, effective 10/24/98. Statutory Authority: RCW 28A.525.020 and 1992 c 233 § 24(8). 92-16-058, § 180-27-056, filed 8/3/92, effective 9/3/92. Statutory Authority: RCW 28A.47.830. 85-04-008 (Order 2-85), § 180-27-056, filed 1/25/85.]

WAC 180-27-080 Value engineering studies, constructability reviews, and building commissioning—Requirements and definition. At the appropriate time in the design process for a school facility approved by the state board of education, the district shall prepare a value engineering study, complete a constructability review, and perform building commissioning for all projects greater than fifty thousand square feet. Value engineering studies, constructability reviews, and building commissioning shall be optional for projects larger than fifteen thousand square feet but less than fifty thousand square feet. Any project which includes fifteen thousand square feet or less shall be exempt from this requirement. For the purpose of this section, a value engineering study is defined as a cost control technique which is based on the use of a systematic, creative analysis of the functions of the facility with the objective of identifying unnecessary high costs or functions and/or identifying cost savings that may result in high maintenance and operation costs. The study shall consist of a forty-hour workshop involving a minimum of a five-person team pursuant to WAC 180-29-065. A constructability review is defined as a cost control technique which is based on the review of project documents by mechanical, electrical, structural, construction, and design professionals prior to a request for bids. The purpose of a constructability review is to identify potential claim or problem areas and deficiencies that may occur as a result of errors, ambiguities, omissions, discrepancies, and conflicts in design documents. The study shall consist of a forty-hour workshop involving a minimum of a five-person team pursuant to WAC 180-29-066. Building commissioning is defined as the process of verifying that the installation and performance of selected building systems meet or exceed the specified design criteria and therefore satisfy the design intent. Building commissioning shall include a physical inspection, functional performance testing, listing of noted deficiencies, and a final commissioning report. Building commissioning shall be performed by a professional agent or authority not contractually or otherwise financially associated with the project design team or contractor. A district shall be eligible for state assis-

tance for a value engineering study, a constructability review, and building commissioning for each qualifying project. The maximum amount of assistance for each component of the study package shall be the state matching percentage multiplied by the greater of the following:

- (1) Two-fifths of one percent of the area cost allowance multiplied by the square foot area at time of bid; or
- (2) Twenty thousand dollars.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-080, filed 12/1/99, effective 1/1/00; 98-19-143, § 180-27-080, filed 9/23/98, effective 10/24/98. Statutory Authority: RCW 28A.47.830. 83-21-066 (Order 11-83), § 180-27-080, filed 10/17/83.]

WAC 180-27-102 Construction management. Prior to commencing with project design the district shall employ or contract personnel to perform professional construction management. Construction management shall be required for all projects greater than fifty thousand square feet and is optional for projects fifty thousand square feet or less. For the purpose of this section construction management is defined as the process of professional management applied to a construction program for the purpose of controlling time, cost, and quality. The construction manager shall have appropriate and demonstrable experience in the management of construction projects including procurement, contract administration, scheduling, budgets, quality assurance, information management, and health and safety. A construction manager certified by the Construction Management Association of America is desirable, but not mandatory. The amount of state assistance for which a district shall be eligible for construction management shall be the state matching percentage multiplied by two and one-half percent of the area cost allowance multiplied by the square foot area at the time of bid.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-102, filed 12/1/99, effective 1/1/00.]

WAC 180-27-600 Emergency repair grant applications—Definitions—"Emergency repair," "imminent health and safety hazards," and "local funding." As used in WAC 180-27-605 through 180-27-615:

(1) The term "emergency repair" means a repair to a school building necessitated by causes specified in any current biennial appropriation.

(2) The term "imminent health and safety hazard" means a threat of immediate physical injury to the occupants of a building.

(3) The term "local funding" means insurance settlements, litigation proceeds in excess of costs, any unreserved general fund balance in excess of \$200/FTE student for first class districts or \$500/FTE student for second class districts as reported in the most recently available annual fiscal report (F196), any unobligated, unreserved capital fund balance, any capital funds reserved for uninsured risk, and any unused voter-approved bond capacity. Districts shall not be required to pass bond or levy issues or incur nonvoted debt in order to qualify for these funds.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-600, filed 12/1/99, effective 1/1/00. Statutory Authority: 1995 2nd sp.s. c 16 § 508. 95-20-088, § 180-27-600, filed 10/4/95, effective 11/4/95.]

WAC 180-27-605 Emergency repair grant applications—Contents of applications. The state board of education may allocate any funds specifically appropriated for this purpose by the legislature to school districts for emergency repair projects for school buildings which present imminent health and safety hazards for building occupants in accordance with the following process and eligibility criteria:

(1) A school district board of directors shall approve and present to the superintendent of public instruction a written application for emergency repair funding on a form provided by the superintendent of public instruction.

(2) The application and accompanying documentation shall include, but not be limited to:

(a) Certification of the unrestricted balance, if any, of the district's general fund and capital projects fund and that all avenues of local funding have been exhausted;

(b) A determination and description of available alternative housing options for occupants of the building;

(c) A detailed description of the nature of the emergency repair;

(d) A detailed description of the nature and extent of the imminent health and safety hazards that exist, and the extent they would be alleviated by the emergency repair;

(e) Evidence that the district is aggressively pursuing civil remedies against the responsible party or parties as appropriate;

(f) Certification by a health official, fire official, building official, labor and industries official or other independent and competent authority that an imminent health and safety hazard to building occupants of a specified nature and extent exists unless the emergency repairs are made; and

(g) The estimated cost of the emergency repairs based upon an estimate made by two or more independent, qualified cost estimators.

(h) A plan for repayment of the grant.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-605, filed 12/1/99, effective 1/1/00. Statutory Authority: 1995 2nd sp.s. c 16 § 508. 95-20-088, § 180-27-605, filed 10/4/95, effective 11/4/95.]

WAC 180-27-610 Emergency repair grant applications—State board of education approval/disapproval. The superintendent of public instruction shall recommend to the state board of education whether or not an application shall be funded and, if so, the amount to be funded. The state board of education shall make the final decisions respecting emergency repair applications and grants.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-610, filed 12/1/99, effective 1/1/00. Statutory Authority: 1995 2nd sp.s. c 16 § 508. 95-20-088, § 180-27-610, filed 10/4/95, effective 11/4/95.]

WAC 180-27-615 Emergency repair grant applications—Repayment conditions. Grants of emergency repair moneys shall be conditioned upon the written commitment and plan of the school district board of directors to repay the grant by waiving the school district's current or future eligibility for state building assistance under chapters 180-25 through 180-33 WAC, or with insurance payments, or with any judgment(s) that have been awarded, or with other means and sources of repayment. Any such written commitment and plan for repayment may subsequently be modified by mutual

agreement between the school district board of directors and the state board of education.

[Statutory Authority: RCW 28A.525.020. 99-24-127, § 180-27-615, filed 12/1/99, effective 1/1/00. Statutory Authority: 1995 2nd sp.s. c 16 § 508. 95-20-088, § 180-27-615, filed 10/4/95, effective 11/4/95.]

Chapter 180-29 WAC

STATE ASSISTANCE IN PROVIDING SCHOOL PLANT FACILITIES—PROCEDURAL REGULATIONS

WAC

180-29-040	Educational specifications.
180-29-066	Constructability review contracts.
180-29-067	Building commissioning contracts.
180-29-075	Contracts—Filing.
180-29-085	Construction and other documents—Submittal.
180-29-160	Acceptance of project by school district.

WAC 180-29-040 Educational specifications. Prior to the commencement of the design of the proposed school facility, the school district shall cause to be prepared the educational specifications pursuant to chapter 180-26 WAC.

[Statutory Authority: RCW 28A.525.020. 99-24-126, § 180-29-040, filed 12/1/99, effective 1/1/00; 99-18-107, § 180-29-040, filed 9/1/99, effective 10/2/99. Statutory Authority: RCW 28A.47.830. 83-21-067 (Order 12-83), § 180-29-040, filed 10/17/83.]

WAC 180-29-066 Constructability review contracts. Consultants performing constructability reviews on approved school facilities shall utilize an independent multidiscipline team and shall have a minimum of five years of experience providing constructability reviews of equivalent size projects. Contracts between the school district and the consultant shall stipulate the amount of the fee and the consultant's duties to be performed as in chapter 180-27 WAC.

[Statutory Authority: RCW 28A.525.020. 99-24-126, § 180-29-066, filed 12/1/99, effective 1/1/00.]

WAC 180-29-067 Building commissioning contracts. Consultants performing building commissioning on approved school facilities shall incorporate the attributes of the building commissioning association in their commissioning program. Contracts between the school district and the consultant shall stipulate the amount of the fee and the consultant's duties to be performed as in chapter 180-27 WAC.

[Statutory Authority: RCW 28A.525.020. 99-24-126, § 180-29-067, filed 12/1/99, effective 1/1/00.]

WAC 180-29-075 Contracts—Filing. The school district shall submit to the superintendent of public instruction one copy of the following contracts for projects approved by the state board of education for state assistance:

- (1) Educational specifications (WAC 180-29-050)
- (2) Architect-engineer (WAC 180-29-055)
- (3) Energy conservation report (WAC 180-29-060)
- (4) Value engineering (WAC 180-29-065)
- (5) Constructability review (WAC 180-29-066)
- (6) Building commissioning (WAC 180-29-067)
- (7) Construction management (WAC 180-29-068).

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[Statutory Authority: RCW 28A.525.020. 99-24-126, § 180-29-075, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.47.830. 83-21-067 (Order 12-83), § 180-29-075, filed 10/17/83.]

WAC 180-29-085 Construction and other documents—Submittal. (1) For the purpose of determining that the provisions set forth in chapters 180-25 through 180-29 WAC have been complied with prior to the opening of bids of any project to be financed with state moneys, the school district shall have on file with the superintendent of public instruction the following:

- (a) One microfilm copy of the construction documents;
- (b) Cost estimate of construction on a form approved by the superintendent of public instruction, completed and signed by the architect-engineer;
- (c) Signed copy or photocopy of letters of approval by other governmental agencies in accordance with WAC 180-29-090;

(d) Area analysis on a form approved by the superintendent of public instruction in accordance with chapter 180-27 WAC;

(e) Complete listing of construction special inspections and/or testing to be performed by independent sources that are included in the project pursuant to WAC 180-27-100;

(f) One copy of the value engineering and constructability review reports as accepted by the school district board of directors. The reports shall include the following:

- (i) A brief description of the original design;
- (ii) A brief description of the value engineering or constructability review methodology used;
- (iii) The areas analyzed;
- (iv) The design alternatives proposed;
- (v) The cost changes proposed;
- (vi) The alternates accepted; and
- (vii) A brief statement explaining why each alternate not accepted was rejected;

(g) Completed Building Condition Evaluation Forms (BCEF) as required by WAC 180-27-535 for every school facility in the district.

(2) If the above documents reflect an increase in square foot size from the application approved by the state board of education as per WAC 180-29-030 which will result in an increase in state support, a new application must be submitted to the state board of education.

[Statutory Authority: RCW 28A.525.020. 99-24-126, § 180-29-085, filed 12/1/99, effective 1/1/00; 98-19-141, § 180-29-085, filed 9/23/98, effective 10/24/98. Statutory Authority: RCW 28A.525.020 and 1992 c 233 § 24(8). 92-16-058, § 180-29-085, filed 8/3/92, effective 9/3/92. Statutory Authority: RCW 28A.47.830. 83-21-067 (Order 12-83), § 180-29-085, filed 10/17/83.]

WAC 180-29-160 Acceptance of project by school district. Based upon board acceptance of a building commissioning report when required and an inspection of the project and the certificate(s) of completion signed by the architect/engineer, the school district board of directors shall accept the project as complete or reject the project as incomplete. Until the superintendent of public instruction receives a school district board resolution officially accepting the project as complete and a copy of the commissioning report with board acceptance, no release of retainage shall be made in accordance with WAC 180-29-165.

[Statutory Authority: RCW 28A.525.020, 99-24-126, § 180-29-160, filed 12/1/99, effective 1/1/00. Statutory Authority: RCW 28A.525.020 and chapters 39.35 and 60.28 RCW. 92-24-027, § 180-29-160, filed 11/24/92, effective 12/25/92. Statutory Authority: RCW 28A.47.830, 83-21-067 (Order 12-83), § 180-29-160, filed 10/17/83.]

Chapter 180-51 WAC

HIGH SCHOOL GRADUATION REQUIREMENTS

WAC

180-51-050 High school credit—Definition.
180-51-107 Alternative high school graduation requirements.

WAC 180-51-050 High school credit—Definition. As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve high school programs. One hundred fifty hours of planned instructional activities approved by the district.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community college high school completion program - Diploma awarded by community college. Five quarter or three semester hours of community college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve.

(4) Community college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve.

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

[Statutory Authority: RCW 28A.230.090, 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.230.090 and 28A.305.130, 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222, 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9), 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090, 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060, 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85.]

Statutory Authority: Chapter 28A.05 RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

WAC 180-51-107 Alternative high school graduation requirements. Alternative high school graduation requirements may be established under WAC 180-18-055.

[Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010, 99-10-094, § 180-51-107, filed 5/4/99, effective 6/4/99.]

Chapter 180-77A WAC

APPROVAL STANDARDS FOR VOCATIONAL-TECHNICAL TEACHER PREPARATION PROGRAMS

WAC

180-77A-028 Procedures for initial approval of a vocational-technical teacher preparation program for candidates applying under WAC 180-77-031.
180-77A-029 Procedures for initial approval of a vocational-technical teacher preparation program for candidates applying under WAC 180-77-041.
180-77A-080 Substitute pay for members of program advisory committees.

WAC 180-77A-028 Procedures for initial approval of a vocational-technical teacher preparation program for candidates applying under WAC 180-77-031. Using the criteria developed by the vocational-technical professional education council as a guideline, each college or university desiring to establish a vocational-technical teacher preparation program shall comply with the following in addition to all approval standards in chapter 180-78A WAC:

(1) Advise the vocational-technical professional education council of the desire to establish the vocational-technical teacher preparation program.

(2) Establish and maintain a representative program advisory committee including vocational teachers from the discipline, at least one first-year teacher (if applicable) who has completed the respective program, vocational administrators, and industry and/or community representatives.

The purpose of the program advisory committee is to advise, validate, and review the integrity of the respective vocational-technical teacher education program.

(3) Describe the planned process that the approved vocational-technical teacher preparation program will use to assess, in multiple ways, over time, its vocational-technical teacher candidates knowledge and skills as required by WAC 180-77A-165 and relevant subsections of WAC 180-77A-170, including, where appropriate, evidence related to positive impact on student learning.

(4) Describe the plan for assuring that adequate resources will be provided to support the program and that faculty will have the appropriate qualifications and work experience for the roles assigned.

(5) Present the plan to the vocational-technical professional education council which shall review such plan and shall make a recommendation regarding program approval to the state board of education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-12-014, § 180-77A-028, filed 5/21/99, effective 6/21/99. Statutory Authority: RCW 28A.410.010 and 28A.305.130, 97-04-087, § 180-77A-028, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-029 Procedures for initial approval of a vocational-technical teacher preparation program for candidates applying under WAC 180-77-041. Using the criteria developed by the vocational-technical professional education council as a guideline, each program provider, which shall be a college or university, community or technical college, school district, educational service district, or any combination of the above, desiring to establish a vocational-technical teacher preparation program for candidates applying under WAC 180-77-041 shall comply with the following:

(1) Advise the vocational-technical professional education council of the desire to establish the vocational-technical teacher preparation program, identifying the agencies involved and the administrator of the program.

(2) Establish and maintain a representative program advisory committee including vocational teachers from the discipline, at least one first-year teacher (if applicable) who has completed the respective program, vocational administrators, and industry and/or community representatives.

The purpose of the program advisory committee is to advise, validate, and review the integrity of the respective vocational-technical teacher education program.

(3) Describe the planned process that the approved vocational-technical teacher preparation program will use to assess, in multiple ways, over time, its vocational-technical teacher candidates knowledge and skills as required by WAC 180-77A-165, including, where appropriate, evidence related to positive impact on student learning.

(4) Describe the plan for assuring that adequate resources will be provided to support the program and that faculty will have the appropriate qualifications and work experience for the roles assigned.

(5) Present the plan to the vocational-technical professional education council which shall review such plan and shall make a recommendation regarding approval to the state board of education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-12-014, § 180-77A-029, filed 5/21/99, effective 6/21/99. Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-029, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-080 Substitute pay for members of program advisory committees. Service on program advisory committees by certificated employees is deemed by the state board of education as a committee formed for the purpose of furthering education within the state; and, the superintendent of public instruction, in conformance with the provisions of RCW 28A.300.035, shall make payments to school districts for needed substitutes.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-12-014, § 180-77A-080, filed 5/21/99, effective 6/21/99.]

Chapter 180-78A WAC

APPROVAL STANDARDS FOR PERFORMANCE-BASED PREPARATION PROGRAMS FOR TEACHERS, ADMINISTRATORS, AND EDUCATIONAL STAFF ASSOCIATES

WAC

180-78A-005	Purpose.
180-78A-074	Repealed.

180-78A-110	Length of time for which program approval status shall be granted.
180-78A-125	Annual reports by colleges and universities.
180-78A-220	Program approval standards for approved preparation programs.
180-78A-264	Approval standard—Program design.
180-78A-270	Approval standard—Knowledge and skills.
180-78A-310	Program approval—Teachers, collaboration with K-12 schools.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-78A-074	Additional membership on professional education advisory boards. [Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-074, filed 2/5/97, effective 3/8/97.] Repealed by 99-23-023, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2).
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WAC 180-78A-005 Purpose. In order to support the successful implementation of Washington's ongoing public school reform and improvement policies, the state board of education is establishing a performance-based preparation system for educators. The intent of the performance-based preparation system is to ensure that educators can demonstrate a positive impact on student learning as the foundation for preparing students to participate effectively in a diverse and democratic society. This chapter establishes the procedures, standards, and criteria to be used in the development and approval of preparation programs offered by institutions of higher education in Washington state leading to teacher, administrator, and educational staff associates certification. These rules establish a performance-based preparation system for educators that supports the Improvement of Student Achievement Act of 1993 (ESHB 1209) which will enable educators to implement the Washington state student learning goals and essential academic learning requirements.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-78A-005, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-78A-005, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-005, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-074 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-78A-110 Length of time for which program approval status shall be granted. (1) The state board of education shall approve all preparation programs under the 1997 program approval standards for five years unless the state board approves a variation with the exception of new programs approved for up to two years under WAC 180-78A-105.

(2) The superintendent of public instruction, upon receipt of a complaint from any source or upon her or his initiative, or initiative of the state board may review all or any part of a preparation program for compliance with the provisions of this chapter. If deviations are found, the state board is authorized to rescind program approval until the college or university submits an acceptable compliance agreement which will bring the preparation program into compliance as soon as reasonably practicable, but no later than the com-

mencement of the succeeding academic year or six calendar months, whichever is later.

(3) If an acceptable compliance agreement is not developed and approved by the state board of education, the preparation program shall be placed on probationary status and the probationary status provision of WAC 180-78A-115 shall apply.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-78A-110, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-78A-110, filed 12/23/98, effective 1/23/99.]

WAC 180-78A-125 Annual reports by colleges and universities. Each college or university offering an approved preparation program shall submit by July 31 of each year annual reports covering the period from July 1 of the previous year to June 30 of the current year, containing the following:

(1) An executive summary of the activities of each professional education advisory board.

(2) Other material related to the preparation programs requested by the state board of education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-78A-125, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-78A-125, filed 12/23/98, effective 1/23/99.]

WAC 180-78A-220 Program approval standards for approved preparation programs. The program approval standards for approved preparation programs for teachers, administrators, and educational staff associates are as follows:

(1) **Professional education advisory boards:** The college or university, in compliance with the provisions of WAC 180-78A-250, has established and maintained a professional education advisory board to participate in and cooperate with the college or university on decisions related to the development, implementation, and revision of each preparation program—i.e., teacher, administrator, school counselor, school psychologist, and school social workers.

(2) **Accountability:** Each college or university, in compliance with the provision of WAC 180-78A-255, has established a performance-based preparation program.

(3) **Resources:** A separate college, school, department, or other administrative unit within the college or university, in compliance with the provision of WAC 180-78A-261, is responsible for providing the resources needed to develop and maintain quality preparation programs.

(4) **Program design:** Each college or university, in compliance with the provision of WAC 180-78A-264, is responsible for establishing a collaboratively developed approved preparation program that is based on a conceptual framework, current research and best practice that reflects the state's learning goals and essential academic learning requirements.

(5) **Knowledge and skills:** Each college or university, in compliance with the provision of WAC 180-78A-270, has established policies requiring all candidates for certification to demonstrate knowledge and skills required for the particular certificate and areas of endorsement and which reflect the

state's learning goals and essential academic learning requirements.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-78A-220, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-78A-220, filed 12/23/98, effective 1/23/99.]

WAC 180-78A-264 Approval standard—Program design. Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program design standard of WAC 180-78A-220(4):

(1) The curriculum is guided by a conceptual framework and is based on current research and best practice, is cohesive and integrated, is performance-based, and supports the state's student learning goals and for teacher preparation programs, reflects the essential academic learning requirements.

(2) Candidates who demonstrate potential for acquiring the content and pedagogical knowledge and skills for success as educators in schools are recruited, admitted, and retained (see WAC 180-78A-200 Candidate admission policies). These candidates include members from under represented groups.

(3) Candidates attain/demonstrate academic competence in the educator role for which they are being prepared.

(4) A set of criteria/performances for program completion are established and published.

(5) The preparing institution shall assure that candidates are provided with appropriate course work and experiences in teaching methods for each endorsement area. The methods should include:

(a) Instructional strategies.

(b) Curriculum frameworks (essential academic learning requirements).

(c) Assessment strategies, including performance-based measurements of student work.

(d) Unit/lesson planning.

(6) Field experiences are integrated throughout the preparation program and include experience with diverse populations in a variety of settings.

(7) Candidates complete an internship in which they demonstrate the required knowledge and skills: Provided, That candidates for an administrator certificate shall complete an internship pursuant to WAC 180-78A-325, candidates for a school psychologist certificate shall complete an internship pursuant to WAC 180-78A-317, and candidates for a school counselor certificate shall complete an internship pursuant to WAC 180-78A-315.

(8) Programs reflect ongoing collaboration with P-12 schools.

(9) Candidates for a teacher certificate shall hold/obtain a baccalaureate degree from a regionally accredited college or university in any of the subject areas of the endorsements listed in chapter 180-82 WAC: Provided, That if a candidate is accepted into a program in Washington state on or before August 31, 2000, and completes the program on or before August 31, 2003, in accordance with WAC 180-79A-299, the candidate may hold a baccalaureate degree in any of the subject areas of the endorsements listed in WAC 180-79A-302.

Such degrees shall require the completion of at least forty-five quarter hours (thirty semester hours) of course work in the subject area: Provided, That a candidate who holds a baccalaureate degree in another academic field will not be required to obtain a second baccalaureate degree if the candidate provides evidence to the superintendent of public instruction that he or she has completed the required forty-five quarter or thirty semester hours of course work in one of the subject areas of the endorsements listed in WAC 180-79A-302.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-78A-264, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-78A-264, filed 12/23/98, effective 1/23/99.]

WAC 180-78A-270 Approval standard—Knowledge and skills. Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 180-78A-220(5):

(1) **TEACHER.** Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

Foundational knowledge

(a) The state learning goals and essential academic learning requirements.

(b) The subject matter content for the area(s) they teach, including relevant methods course work and the knowledge and skills for each endorsement area for which the candidate is applying (chapter 180-82 WAC).

(c) The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.

(d) The impact of technological and societal changes on schools.

(e) Theories of human development and learning.

(f) Inquiry and research.

(g) School law and educational policy.

(h) Professional ethics.

(i) The responsibilities, structure, and activities of the profession.

(j) Issues related to abuse including the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

(k) The standards, criteria and other requirements for obtaining the professional certificate.

Effective teaching

(l) Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.

(m) Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.

(n) Areas of exceptionality and learning — including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

(o) Effective instructional strategies for students at all levels of academic abilities and talents.

(p) Instructional strategies for developing reading, writing, critical thinking, and problem solving skills.

(q) The prevention and diagnosis of reading difficulties and research-based intervention strategies.

(r) Classroom management and discipline, including:

(i) Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.

(ii) Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.

(s) Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.

(t) Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.

(u) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.

(v) Effective interactions with parents to support students' learning and well-being.

Professional development

(w) The opportunity for candidates to reflect on their teaching and its effects on student growth and learning.

(x) Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

(y) Strategies for effective participation in group decision making.

(2) **PRINCIPAL AND PROGRAM ADMINISTRATOR.** Effective August 31, 1997, principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program which shall include:

(a) Specific performance domains. An approved preparation program shall require the candidate to demonstrate in course work and the internship the following:

(i) **Leadership:** Formulating goals with individuals or groups; initiating and maintaining direction with groups and guiding them to the accomplishment of tasks; setting priorities for one's school in the context of community and district priorities and student and staff needs; integrating own and others' ideas for task accomplishment; initiating and planning organizational change.

(ii) **Information collection:** Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members; seeking knowledge about policies, rules, laws, precedents, or

practices; managing the data flow; classifying and organizing information for use in decision making and monitoring.

(iii) **Problem analysis:** Identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.

(iv) **Judgment:** Reaching logical conclusions and making high quality, timely decisions given the best available information.

(v) **Organizational oversight:** Planning and scheduling one's own and others' work so that resources are used appropriately, and short-term and long-term priorities and goals are met; monitoring projects to meet deadlines.

(vi) **Implementation:** Making things happen; putting programs and plans into action; applying management technologies; applying methods of organizational change including collaborative processes; facilitating tasks; establishing progress checkpoints; considering alternative approaches; providing "mid-course" corrections when actual outcomes start to diverge from intended outcomes; adapting to new conditions.

(vii) **Delegation:** Assigning projects or tasks together with clear authority to accomplish them and responsibility for their timely and acceptable completion.

(viii) **Instructional program:** Envisioning and enabling instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students; insuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

(ix) **Curriculum design:** Interpreting school district curricula; planning and implementing with staff a framework for instruction that shall include the implementation of the state learning goals and essential academic learning requirements; initiating needs analyses and monitoring social and technological developments as they affect curriculum; responding to international content levels; adjusting content as needs and conditions change.

(x) **Student guidance and development:** Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.

(xi) **Staff development:** Identifying with participants the professional needs of individuals and groups; planning and organizing programs to improve staff effectiveness; supervising individuals and groups; engaging staff and others to plan and participate in recruitment and development; initiating self-development.

(xii) **Measurement and evaluation:** Determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or

priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence.

(xiii) **Resource allocation:** Planning and developing the budget with appropriate staff; seeking, allocating, and adjusting fiscal, human, and material resources; utilizing the physical plant; monitoring resource use and reporting results.

(xiv) **Motivating others:** Building commitment to a course of action; creating and channeling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.

(xv) **Sensitivity:** Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural sensitivities.

(xvi) **Oral expression:** Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.

(xvii) **Written expression:** Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda.

(xviii) **Philosophical and cultural values:** Acting with a reasoned understanding of the role of education in a democratic society and in accord with accepted ethical standards; recognizing philosophical and historical influences in education; reflecting an understanding of American culture, including current social and economic issues related to education; recognizing global influences on students and society.

(xix) **Legal and regulatory applications:** Acting in accordance with relevant federal and Washington state laws, rules, and policies; recognizing governmental influences on education; working within local rules, procedures, and directives; administering contracts.

(xx) **Policy and political influences:** Identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.

(xxi) **Public and media relationships:** Developing common perceptions about school issues; interacting with parental and community opinion leaders; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; enlisting public participation; recognizing and providing for market segments.

(b) **Performance assessment.** An approved preparation program for principals shall require that prior to the internship each candidate shall engage in a performance assessment through a process determined by each preparation program. The results of this assessment shall be utilized by the college/university supervisor, the cooperating principal, and

the principal candidate to cooperatively design the internship plan.

(3) **SUPERINTENDENT.** Superintendent candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program for superintendents which shall include specific performance domains for superintendents. An approved preparation program for superintendents shall require the candidate to demonstrate in course work and the internship the following:

(a) **Strategic leadership:** The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities. This includes:

- (i) Professional and ethical leadership.
- (ii) Information management and evaluation.

(b) **Instructional leadership:** The knowledge, skills and attributes to design with others appropriate curricula and instructional programs which implement the state learning goals and essential academic learning requirements, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction. This includes:

- (i) Curriculum, instruction, supervision, and learning environment.
- (ii) Professional development and human resources.
- (iii) Student personnel services.

(c) **Organizational leadership:** The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures. This includes:

- (i) Organizational management.
- (ii) Interpersonal relationships.
- (iii) Financial management and resource allocation.
- (iv) Technology and information system.

(d) **Political and community leadership:** The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs. This includes:

- (i) Community and media relations.
- (ii) Federal and Washington state educational law, public policy and political systems.

(4) **SCHOOL COUNSELOR.** School counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Human growth and development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).

(b) Social and cultural foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society).

(c) Helping relationships (studies that provide an understanding of counseling and consultation processes).

(d) Group work (studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches).

(e) Career and lifestyle development (studies that provide an understanding of career development and related life factors).

(f) Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation), including assessment of the state learning goals and essential academic learning requirements.

(g) Research and program evaluation (studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research).

(h) Professional orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing).

(i) Foundations of school counseling including:

- (i) History, philosophy, and trends in school counseling;
- (ii) Role and function of the school counselor in conjunction with the roles of the professional and support personnel in the school;

(iii) Knowledge of the school setting and curriculum including the state learning goals and essential academic learning requirements;

(iv) Ethical standards and guidelines of the American School Counselor Association (ASCA);

(v) State and federal policies, laws, and legislation relevant to school counseling; and

(vi) Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.

(j) Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community including:

(i) Referral of children and adolescents for specialized help;

(ii) Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;

(iii) Methods of integration of guidance curriculum in the total school curriculum;

(iv) Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and

(v) Methods of planning and presenting guidance-related educational programs for school personnel and parents.

(k) Theory, knowledge and skills for the practice of school counseling including:

(i) Program development, implementation and evaluation. Studies in this area include:

- (A) Use of surveys, interviews, and needs assessments;

(B) Design, implementation and evaluation of a comprehensive, developmental school program;

(C) Implementation and evaluation of specific strategies designed to meet program goals and objectives;

(D) Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program; and

(E) Use of appropriate technology and information systems.

(ii) Counseling and guidance. Studies in this area include:

(A) Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents;

(B) Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;

(C) Approaches to peer helper programs;

(D) Issues which may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout);

(E) Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options);

(F) Crisis intervention and referral; and

(G) System dynamics, including family, school, community, etc.

(iii) Consultation. Studies in this area shall include:

(A) Methods of enhancing teamwork within the school community; and

(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.

(5) **SCHOOL PSYCHOLOGIST.** School psychologist candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Knowledge of the field. The candidate has knowledge and skill in relevant fields of study, including:

(i) Learning theory.

(ii) Personality theory and development.

(iii) Individual and group testing and assessment.

(iv) Individual and group counseling and interviewing theory and techniques.

(v) Basic statistics.

(vi) Child development.

(vii) Exceptional children.

(viii) Social and cultural factors.

(ix) Deviant personality.

(x) Curriculum, including the state learning goals and essential academic learning requirements.

(xi) Research design.

(xii) Physiological and biological factors.

(b) Assessment and diagnosis. The candidate has knowledge and skill necessary to select, administer, score, and interpret instruments and techniques in the following areas:

(i) Intellectual and cognitive assessment.

(ii) Individual and group academic skills: Standardized norm-referenced and criteria-referenced measurements and curriculum-based measurements.

(iii) Personality assessment.

(iv) Assessment of perceptual skills.

(v) Assessment of adaptive behavior; assessment of language skills.

(c) Behavioral observation and analysis. The candidate has knowledge and skill in behavior observation, including:

(i) Data taking.

(ii) Frequency measures.

(iii) Qualitative and quantitative analysis of classroom behavior.

(iv) Developmental and personality analysis, including perceptual, cognitive, social, and affective and language development in children.

(d) Counseling and interviewing. The candidate has the knowledge and skill necessary to:

(i) Provide individual and group counseling to students and parents.

(ii) Conduct interviews essential to information collecting from parents, teachers, and other professionals.

(e) Program development. The candidate has the knowledge and skill to make educational prescriptions, including specification of remedial environmental changes, both curricular and behavioral, for a particular student.

(f) Consultation. The candidate has the knowledge and skill to:

(i) Function on multidisciplinary teams in evaluating and placing students.

(ii) Confer with and make recommendations to parents, specialists, teachers, referral personnel, and others relative to student's characteristics and needs in the educational and home environments.

(g) Program evaluation and recordkeeping. The candidate has the knowledge and skill necessary to develop and implement program evaluation and maintain required records.

(h) Professionalism. The candidate has knowledge of professional standards regarding ethical and legal practices relevant to the practice of school psychology. The candidate demonstrates knowledge and skill in written and oral reporting of assessment and remedial recommendations which will meet ethical and legal standards.

(i) Research. The candidate has knowledge and skill to:

(i) Evaluate and perform research.

(ii) Apply school-oriented research.

(iii) Construct criterion-referenced instruments with reference to such educational decisions as:

(A) Retention in grade.

(B) Acceleration and early entrance.

(C) Early entrance.

(6) **SCHOOL SOCIAL WORKER.** School social worker candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Knowledge for social work practice. The candidate has knowledge and skills in relevant fields of study including:

(i) Values.

(A) Knowledge of profession including values, skills, and ethics; and

(B) National Association of Social Workers (NASW) Code of Ethics and school social work guidelines for practice.

(ii) Human behavior and the social environment.

(A) Community theory and community change (e.g., community organization and development, social planning, networking, and case management);

(B) Systems and organizational theory (e.g., school as a bureaucracy);

(C) Social disorganization (e.g., poverty, family and community violence, unemployment, addictions, multiple losses), and context of family in a changing society;

(D) Family dynamics and theories of family therapy;

(E) Human/child growth and development;

(F) Diverse populations of: Race, culture, social class, life style, age, gender and the disabled;

(G) Theories of personality; and

(H) Use of computer technology for social work practice.

(b) Service delivery and program development. The candidate will have knowledge and skills in the following activities:

(i) Direct practice.

(A) Referring, developing, and coordinating resources and services in the local education agency and community;

(B) Knowledge and skills related to families;

(C) Case management;

(D) Working with vulnerable and "hard to reach" individuals and families, including those from diverse populations;

(E) Crisis intervention, conflict resolution, stress management and decision-making skills;

(F) Individual and group counseling to improve students' self-knowledge and interactional skills for personal empowerment;

(G) Interviewing and counseling students in relation to social-personal problems adjudged to be impairing student's ability to learn;

(H) Family interventions including parent education; referral to resources; family counseling;

(I) Teaching children communication and interpersonal relationship skills through individual/group/classroom interventions;

(J) Collaborating and consulting with parents and community to assure readiness to learn for all students;

(K) Multidimensional assessment of student's social-emotional adjustment, adaptive behaviors, individual strengths, and environmental assets;

(L) Intervention case planning processes; and

(M) Career and academic guidance to students in their school to work transitions.

(ii) Indirect practice.

(A) Liaison and facilitator between and among home, school and community;

(B) Collaborate and consult with other educational staff to assure student progress;

(C) Use computer technology for practice and efficiency;

(D) Develop strategies for increased parental and community involvement with the school;

(E) Develop programs of remediation for students and their families;

(F) Design, coordinate and facilitate programs such as suicide prevention, truancy and drop-out prevention, and prevention of teenage pregnancy;

(G) Provide staff development programs;

(H) Work collaboratively with educational staff to develop programs to address school-community identified needs; and

(I) Function as change agents.

(c) Research and evaluation. The candidate will have necessary skills and knowledge to:

(i) Collect and interpret data in order to evaluate student, school, and community needs;

(ii) Evaluate own practice;

(iii) Become consumer of research findings;

(iv) Understand use of program evaluation methods; and

(v) Utilize computer technology for research and evaluation.

(d) Context for educational system. The candidate will have necessary knowledge and skills to apply the following:

(i) State learning goals and essential academic learning requirements;

(ii) Theories of learning;

(iii) School law and professional ethics;

(iv) Computer technology in the workplace; and

(v) Understanding of policies, laws, and procedures.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-78A-270, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-78A-270, filed 12/23/98, effective 1/23/99.]

WAC 180-78A-310 Program approval—Teachers, collaboration with K-12 schools. An approved preparation program annually shall develop and implement a plan to enhance the level of collaboration and interaction between the program's faculty and K-12 schools in the state. The plan shall require, to the maximum extent feasible, that each member of the full-time teacher preparation faculty annually provide instruction to students in the K-12 classroom in a public or approved private school setting in the state of Washington, during the regular school year. The instruction that will be provided must be in accordance with RCW 28A.410.025 and applicable state board of education rules.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-78A-310, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-78A-310, filed 12/23/98, effective 1/23/99.]

Chapter 180-79A WAC

**STANDARDS FOR TEACHER, ADMINISTRATOR,
AND EDUCATIONAL STAFF ASSOCIATE
CERTIFICATION**

WAC

180-79A-030	Definitions.
180-79A-105	Equivalency of standards.
180-79A-140	Types of certificates.
180-79A-150	General requirements—Teachers, administrators, educational staff associates.
180-79A-155	Good moral character and personal fitness—Necessary supporting evidence by applicants.
180-79A-211	Academic and experience requirements for certification—Administrators.
180-79A-213	Child abuse course work requirement for continuing certification—Administrators.
180-79A-223	Academic and experience requirements for certification—School nurse, school occupational therapist, school physical therapist and school speech-language pathologist or audiologist.
180-79A-226	Child abuse course work requirement for continuing certification—Educational staff associate.
180-79A-231	Limited certificates.
180-79A-241	Repealed.
180-79A-253	Reinstatement of certificates.
180-79A-299	Transition policies.
180-79A-300	Certificate endorsement.

**DISPOSITION OF SECTIONS FORMERLY
CODIFIED IN THIS CHAPTER**

180-79A-241	Internship certificate. [Statutory Authority: RCW 28A.410.010, 97-04-088, § 180-79A-241, filed 2/5/97, effective 3/8/97.] Repealed by 99-23-024, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.410.010.
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WAC 180-79A-030 Definitions. The following definitions shall apply to terms used in this chapter:

(1) The terms, "program approval," "endorsement," "interstate compact," "college or university," and "regionally accredited institution of higher education," as defined in WAC 180-78-010 and 180-78A-010 shall apply to the provisions of this chapter.

(2) "Certificate" means the license issued by the superintendent of public instruction to teachers, administrators, and educational staff associates verifying that the individual has met the requirements set forth in this chapter.

(3) "Certificate renewal" means the process whereby the validity of a certificate, subject to expiration, is extended or regained.

(4) "Classroom teaching" means instructing pupils in an instructional setting.

(5) "Approved baccalaureate degree" for the purpose of this chapter, means a baccalaureate from a regionally accredited college or university in any of the subject areas of the endorsement listed in WAC 180-79A-302 as now or hereafter amended. Such degrees shall require the completion of at least forty-five quarter hours (thirty semester hours) of course work in the subject area: Provided, That a candidate who holds a baccalaureate degree in another academic field will not be required to obtain a second baccalaureate degree if the candidate provides evidence to the superintendent of public instruction that he or she has completed the required forty-five quarter or thirty semester hours of course work in one of the subject areas of the endorsements listed in WAC 180-79A-302.

(6) "Child abuse course work requirement" means completion of course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse. The content of the course work or in-service program shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are victims of abuse, and methods for teaching students about abuse of all types and their prevention.

(7) "Approved master's degree" for the purpose of this chapter, means a master's or doctorate degree from a regionally accredited college or university.

(8) "Credit hour(s)" means credit (normally 100 level or above) awarded by a regionally accredited institution of higher education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-79A-030, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-79A-030, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-105 Equivalency of standards. Reasonable flexibility in interpretation of the requirements for certification may be applied consistent with the intent and spirit of the requirements of the appropriate chapter. An annual report of the use of this rule shall be submitted to the state board of education by the superintendent of public instruction.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-79A-105, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.410.010, 97-04-088, § 180-79A-105, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-140 Types of certificates. Six types of certificates shall be issued:

(1) Teacher. The teacher certificate, including teacher exchange permits as provided in WAC 180-79A-220, authorizes service as a classroom teacher.

(2) Vocational. The vocational certificate authorizes service in vocational programs in accordance with the provisions of chapter 180-77 WAC.

(3) Administrator.

(a) The administrator certificate for principal authorizes services as a building administrator or vice-principal. The initial principal certificate shall indicate one of the following grade levels, preschool-9, 4-12, or preschool-12, based on recommendations from the college or university in which the candidate completed an approved preparation program.

(b) The administrator certificates for superintendent or program administrator will be issued to persons who meet state board of education certification standards for service in the roles of superintendent or program administrator.

(4) Educational staff associate. The educational staff associate certificate authorizes service in the roles of school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers: Provided, That nothing within chapter 180-79A WAC authorizes professional practice by an educational staff associate which is otherwise prohibited or restricted by any other

law, including licensure statutes and rules and regulations promulgated by the appropriate licensure board or agency.

(5) Internship. The internship certificate is issued to individuals who meet the qualifications for it and are participating in the internship pilot project as described in WAC 180-79A-241.

(6) Limited certificates. The following limited certificates are issued to individuals under specific circumstances set forth in WAC 180-79A-230:

- (a) Conditional certificate.
- (b) Substitute certificate.
- (c) Emergency certificate.
- (d) Emergency substitute certificate.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-140, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-140, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.410.010, 97-04-088, § 180-79A-140, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-150 General requirements—Teachers, administrators, educational staff associates. The following requirements are to be met by candidates for certification as teachers including vocational teachers, administrators, or educational staff associates:

(1) Age. No person who is less than eighteen years of age shall receive a certificate to serve in the public or nonpublic schools of Washington state.

(2) Character. Applicants for certificates in Washington state who are not holders of a valid Washington state teacher's, administrator's, educational staff associate's, or vocational certificate must give evidence of good moral character and personal fitness as specified in WAC 180-79A-155 and must complete a record check through the Washington state patrol criminal identification system and through the Federal Bureau of Investigation at the applicant's expense as required by RCW 28A.410.010; such record check shall include a fingerprint check using a Washington state patrol approved fingerprint card: Provided, That the superintendent of public instruction may waive the record check for an applicant who has had a record check within the two years prior to application.

(3) Degrees and course work. A candidate for certification shall hold appropriate degrees, licenses, and additional course work as prescribed in chapters 180-79A and 180-77 WAC or have qualified under WAC 180-79A-257.

(4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, school psychologists and school social workers, except as otherwise provided in WAC 180-79A-257, 180-79A-231, and 180-79A-241 and in chapter 180-77 WAC, in order to be certified within the state of Washington shall have completed a state approved college/university preparation program in the professional field for which certification is to be issued. In addition, candidates for principal's certificates must hold a valid teacher's certificate, excluding certificates issued under WAC 180-79A-231 or 180-79A-241, or comparable out-of-state certificates. Candidates for superintendent's certificates must hold a valid teacher, educational staff associate, or program administrator certificate; excluding certificates issued under

WAC 180-79A-231 or 180-79A-241, or comparable out-of-state certificates.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-150, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-150, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.410.010, 98-01-030, § 180-79A-150, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-150, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-155 Good moral character and personal fitness—Necessary supporting evidence by applicants. All applicants for certification shall submit the following:

(1) An affidavit from the applicant indicating that he or she has not been convicted of any crime or a complete disclosure of all arrests and subsequent dispositions of such arrests. In the event of a conviction for any arrest, the applicant shall state reasons why such conviction does not reflect adversely on the requirement to possess good moral character and be personally fit.

(2) An affidavit from the applicant that he or she has no history of serious behavioral problems or a complete disclosure of the nature and status of all such problems, including the names and addresses of health practitioners who have treated the applicant within the past ten years and an executed consent form permitting the superintendent of public instruction to contact and consult with such health practitioners and for such health practitioners to fully disclose medical information related to such behavioral problems.

(3) An affidavit from the dean of the college or school of education or one or more officials designated by such dean, or, if none, by the college or university president, where the applicant completed his or her approved preparation program, that indicates that a designated college or university official has contacted several faculty members who personally know or knew the applicant and has no knowledge of any relevant information related to the applicant's character or fitness that would adversely affect the applicant's ability to serve in a certificated role or a statement from such affiant of the reasons why it is not possible to make such an affidavit.

(4) If the affidavit described in subsection (3) of this section is impossible or impractical to obtain, the applicant shall submit to the superintendent of public instruction the following:

(a) A statement as to why it is impossible or impractical to secure the affidavit required by subsection (3) of this section;

(b) A complete employment history, including the names, addresses, and phone numbers of the immediate supervisor of such applicant when an employee; and

(c) The names, addresses, and phone numbers of three character references who are not related to the applicant.

(5) If the applicant holds or has held a certificate in any other state, such applicant shall prepare one of the following affidavits for each such state:

(a) An affidavit that such certificate has not been suspended, surrendered, or revoked. Such affidavit shall be forwarded to the licensing agency in such state with a request that such affidavit be verified and forwarded directly to the superintendent of public instruction.

(b) An affidavit which shall fully disclose the reasons for the suspension, surrender, or revocation of the certificate. Such affidavit shall be submitted directly to the superintendent of public instruction.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-155, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-155, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-211 Academic and experience requirements for certification—Administrators. Candidates for the respective administrative certificate shall complete the following requirements in addition to those set forth in WAC 180-79A-150 and 180-79A-213.

(1) Superintendent.

(a) Initial.

(i) The candidate shall hold an approved master's degree and have completed subsequent to the baccalaureate degree at least forty-five quarter credit hours (thirty semester credit hours) of graduate level course work in education.

(ii) The candidate must meet requirements for a superintendent's certificate pursuant to WAC 180-79A-150(4).

(b) Continuing.

(i) The candidate shall hold an approved master's degree and have completed subsequent to the baccalaureate degree at least sixty quarter credit hours (forty semester credit hours) of graduate level course work in education or shall hold a doctorate in education.

(ii) The candidate must meet requirements for a superintendent's certificate pursuant to WAC 180-79A-150(4).

(iii) Candidates applying for continuing superintendent's certificate shall provide documentation of one hundred eighty days or full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

(2) Principal.

(a) Initial.

(i) The candidate shall hold a master's degree and have completed an approved program for the preparation of principals.

(ii) Candidates applying for initial principal's certificates who were admitted to a principal preparation program prior to August 31, 1998, shall present documentation of one hundred eighty days or full-time equivalent or more teaching experience with an authorized employer—i.e., school district, state agency, college or university, private school system—and at least thirty days of such employment with the same employer. Candidates applying for the initial principal's certificate who were admitted to a principal preparation program on or after August 31, 1998, shall present documentation of five hundred forty days (three school years) of full-time or more teaching in a public or private school system. No more than sixty days substitute or equivalent teaching experience may be included for this requirement.

(b) Continuing.

(i) The candidate who applies prior to August 31, 1998, shall hold an approved master's degree and completed subsequent to the baccalaureate degree at least forty-five hours

(thirty semester hours) of graduate level course work in education or shall hold a doctorate in education.

(ii) The candidate who applies on or after August 31, 1998, shall hold an approved master's degree and shall have completed at least fifteen quarter (ten semester) credit hours of graduate course work offered by a college or university with a state approved principal program or one hundred fifty clock hours of study, which meet the state continuing education clock hour criteria, or a combination of credits and clock hours equivalent to the above. Such study shall:

(A) Be based on the principal performance domains included in WAC 180-78A-270(2);

(B) Be taken subsequent to the issuance of the initial principal's certificate; and

(C) Be determined in consultation with and approved by the candidate's employer or the administrator of a state approved principal preparation program.

(iii) The candidate must meet requirements for a principal's certificate pursuant to WAC 180-79A-150(4).

(iv) Candidates applying for continuing principal's certificate shall provide documentation of one hundred eighty days or full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer. Candidates applying for the continuing principal's certificate on or after August 31, 1998, shall provide documentation of three contracted school years of full-time employment as a principal or assistant principal.

(3) Program administrator.

(a) Initial.

The candidate shall hold an approved master's degree, a master's degree required for an educational staff associate certificate, a master's degree in school nursing, occupational therapy or physical therapy, or a master's degree in public education, or business administration and have completed subsequent to the baccalaureate degree at least twenty-four quarter credit hours (sixteen semester credit hours) of graduate level course work in education.

(b) Continuing.

(i) The candidate shall hold an approved master's degree, a master's degree required for an educational staff associate certificate, a master's degree in school nursing, occupational therapy, physical therapy, or a master's degree in public education, or business administration and have completed subsequent to the baccalaureate degree at least thirty quarter credit hours (twenty semester credit hours) of graduate level course work in education or shall hold a doctorate in education.

(ii) Candidates applying for continuing program administrator's certificate shall provide documentation of one hundred eighty days or full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-211, filed 11/9/99, effective 12/10/99. Statutory Author-

ity: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-79A-211, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-213 Child abuse course work requirement for continuing certification—Administrators. Candidates who apply for a continuing administrator certificate after August 31, 1994, must have successfully completed the child abuse course work requirement as defined in WAC 180-79A-030(6).

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-79A-213, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-79A-213, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-223 Academic and experience requirements for certification—School nurse, school occupational therapist, school physical therapist and school speech-language pathologist or audiologist. Candidates for school nurse, school occupational therapist, school physical therapist and school speech-language pathologist or audiologist certification shall apply directly to the professional education and certification office. Such candidates shall complete the following requirements, in addition to those set forth in WAC 180-79A-150, except state approved college/university professional preparation program:

(1) School nurse.

(a) Initial.

(i) The candidate shall hold a valid license as a registered nurse (RN) in Washington state.

(ii) The candidate shall hold a baccalaureate degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.

(iii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting including the state learning goals and essential academic learning requirements: Provided, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing.

(i) The candidate shall have completed the requirements for the initial certificate as a school nurse and have completed forty-five quarter hours (thirty semester hours) of post-baccalaureate course work in education, nursing, or other health sciences.

(ii) The candidate shall provide documentation of one hundred eighty days of full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

(2) School occupational therapist.

(a) Initial.

(i) The candidate shall hold a valid license as an occupational therapist in Washington state.

(ii) The candidate shall hold a baccalaureate (or higher) degree from an American Occupational Therapy Association approved program in occupational therapy.

(iii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting including the state learning goals and essential academic learning requirements: Provided, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing.

(i) The candidate shall have completed the requirements for the initial certificate as a school occupational therapist and have completed at least fifteen quarter hours (ten semester hours) of course work beyond the baccalaureate degree in occupational therapy, other health sciences or education.

(ii) The candidate shall provide documentation of one hundred eighty days of full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

(3) School physical therapist.

(a) Initial.

(i) The candidate shall hold a valid license as a physical therapist in Washington state.

(ii) The candidate shall hold a baccalaureate (or higher) degree from an American Physical Therapy Association accredited program in physical therapy.

(iii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting including the state learning goals and essential academic learning requirements: Provided, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing.

(i) The candidate shall have completed the requirements for the initial certificate as a school physical therapist and have completed fifteen quarter hours (ten semester hours) of

course work beyond the baccalaureate degree in physical therapy, other health sciences or education.

(ii) The candidate shall provide documentation of one hundred eighty days of full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

(4) School speech-language pathologist or audiologist.

(a) Initial.

(i) The candidate shall have completed all course work (except special project or thesis) for a master's degree from a college or university program accredited by the American Speech and Hearing Association (ASHA) with a major in speech pathology or audiology. Such program shall include satisfactory completion of a written comprehensive examination: Provided, That if any candidate has not completed a written comprehensive examination, the candidate may present verification from ASHA of a passing score on the National Teacher's Examination in speech pathology or audiology as a condition for certification.

(ii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting including the state learning goals and essential academic learning requirements: Provided, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing.

(i) The candidate shall hold a master's degree with a major in speech pathology or audiology.

(ii) The candidate shall provide documentation of one hundred eighty days of full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

[Statutory Authority: RCW 28A.410.010, 99-14-012, § 180-79A-223, filed 6/24/99, effective 7/25/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-223, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-226 Child abuse course work requirement for continuing certification—Educational staff associate. Candidates who apply for a continuing educational staff associate certificate after August 31, 1994, must have successfully completed the child abuse course work requirement as defined in WAC 180-79A-030(6).

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-226, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-226, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-231 Limited certificates. Notwithstanding other requirements prescribed in this chapter for eligibility for certification in the state of Washington, the following certificates shall be issued under specific circumstances set forth below for limited service:

(1) Conditional certificate.

(a) The purpose of the conditional certificate is to assist local school districts, approved private schools, and educational service districts in meeting the state's educational goals by giving them flexibility in hiring decisions based on shortages or the opportunity to secure the services of unusually talented individuals. The state board of education encourages in all cases the hiring of fully certificated individuals and understands that districts will employ individuals with conditional certificates only after careful review of all other options. The state board of education asks districts when reviewing such individuals for employment to consider, in particular, previous experience the individual has had working with children.

(b) Conditional certificates are issued upon application by the local school district, approved private school, or educational service district superintendent to persons who meet the age, good moral character, and personal fitness requirements of WAC 180-79A-150 (1) and (2), if one of the following conditions is verified:

(i) The applicant is highly qualified and experienced in the subject matter to be taught and has unusual distinction or exceptional talent which is able to be demonstrated through public records of accomplishments and/or awards; or

(ii) No person with regular teacher certification in the endorsement area is available as verified by the district or educational service district superintendent or approved private school administrator, or circumstances warrant consideration of issuance of a conditional certificate.

(c) In addition, conditional certificates are issued to persons in the following categories only if no person with regular certification is available:

(i) The applicant qualifies to instruct in the traffic safety program as paraprofessionals pursuant to WAC 392-153-020 (2) and (3); or

(ii) The applicant is assigned instructional responsibility for intramural/interscholastic activities which are part of the district or approved private school approved program; or

(iii) The applicant possesses a state of Washington license for a registered nurse: Provided, That the district will be responsible for orienting and preparing individuals for their assignment as described in (e)(iii) of this subsection; or

(iv) The applicant has completed a baccalaureate degree level school speech pathologist or audiologist certification preparation program, who were eligible for certification at the time of program completion and who have served in the role for three of the last seven years.

(d) The educational service district or local district superintendent or administrator of an approved private school will verify that the following criteria have been met when requesting the conditional certificate:

(i) The district or educational service district superintendent or approved private school administrator has indicated the basis on which he/she has determined that the individual is competent for the assignment;

(ii) The individual is being certificated for a specific assignment and responsibility in a specified activity/field;

(e) When requesting the conditional certificate for persons who provide classroom instruction, the educational service district superintendent or local district superintendent or approved private school administrator will verify that the following additional criteria will be met:

(i) After specific inclusion on the agenda, the school board or educational service district board has authorized submission of the application.

(ii) The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities with the direct assistance of a school district or approved private school mentor and will not be serving in a paraprofessional role which would not require certification;

(iii) Personnel so certificated will be oriented and prepared for the specific assignment by the employing district or approved private school. A written plan of assistance will be developed, in cooperation with the person to be employed within twenty working days from the commencement of the assignment. In addition, prior to service the person will be apprised of any legal liability, the responsibilities of a professional educator, the lines of authority, and the duration of the assignment;

(iv) Within the first sixty working days, personnel so certificated will complete sixty clock hours (six quarter hours or four semester hours) of course work in pedagogy and child/adolescent development appropriate to the assigned grade level(s) as approved by the employing school district or approved private school.

(f) The certificate is valid for two years or less, as evidenced by the expiration date which is printed on the certificate, and only for the activity specified. The certificate may be reissued for two years and for two-year intervals thereafter upon application by the employing local school district, approved private school, or educational service district and upon completion of sixty clock hours (six quarter hours or four semester hours) of course work since the issuance of the most recent certificate. The requesting local school district, approved private school, or educational service district shall verify that the sixty clock hours taken for the reissuance of the certificate shall be designed to support the participant's professional growth and enhance the participant's instructional knowledge or skills to better assist students meeting the state learning goals and/or essential academic learning requirements.

(2) Substitute certificate.

(a) The substitute certificate entitles the holder to act as substitute during the absence of the regularly certificated staff member for a period not to exceed thirty consecutive school days during the school year in any one assignment. This certificate may be issued to:

(i) Teachers, educational staff associates or administrators whose state of regular Washington certificates have expired; or

(ii) Persons who have completed state approved preparation programs and baccalaureate degrees at regionally accredited colleges and universities for certificates; or

(iii) Persons applying as out-of-state applicants who qualify for certification pursuant to WAC 180-79A-257 (2)(c) and (d).

(b) The substitute certificate is valid for life.

(3) Emergency certification.

(a) Emergency certification for specific positions may be issued upon the recommendation of school district and educational service district superintendents or approved private school administrators to persons who hold the appropriate degree and have substantially completed a program of preparation in accordance with Washington requirements for certification: Provided, That a qualified person who holds regular certification is not available or that the position is essential and circumstances warrant consideration of issuance of an emergency certificate: Provided further, That a candidate for emergency certification as a school counselor, school psychologist, or social worker shall be the best qualified of the candidates for the position as verified by the employing school district and shall have completed all course work for the required master's degree with the exception of the internship: Provided further, That a candidate for emergency certification as a school psychologist shall be enrolled in an approved school psychologist preparation program and shall be participating in the required internship.

(b) The emergency certificate is valid for one year or less, as evidenced by the expiration date which is printed on the certificate.

(4) Emergency substitute certification.

(a) If the district or approved private school has exhausted or reasonably anticipates it will exhaust its list of qualified substitutes who are willing to serve as substitutes, the superintendent of public instruction may issue emergency substitute certificates to persons not fully qualified under subsection (2) of this section for use in a particular school district or approved private school once the list of otherwise qualified substitutes has been exhausted.

(b) Such emergency substitute certificates shall be valid for three years or less, as evidenced by the expiration date which is printed on the certificate.

(5) Nonimmigrant alien exchange teacher. Applicants for certification as a nonimmigrant alien exchange teacher must qualify pursuant to WAC 180-79A-270 and be eligible to serve as a teacher in the elementary or secondary schools of the country of residence.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-79A-231, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-79A-231, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-241 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-79A-253 Reinstatement of certificates. Only a continuing certificate may be reinstated. A holder of a lapsed, surrendered, or revoked continuing certificate at the time of application for reinstatement of such certificate must submit the following:

(1) Character evidence as required by WAC 180-79A-150(2) for candidates for certification.

(2) In accordance with RCW 28A.410.110, a revoked certificate may not be reinstated within one calendar year from the date of revocation.

(3) Provided, That no certificate may be reinstated if more than five calendar years has passed since the date of surrender or revocation; however, such applicants may apply pursuant to WAC 180-79A-124 for a new certificate under requirements in effect at the time of application.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-253, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-253, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-299 Transition policies. The transition to the endorsement policies described in chapter 180-82 WAC will include the following policies:

(1) Endorsement requirements as described in WAC 180-79A-300 through 180-79A-398 shall sunset effective August 31, 2000.

(2) Candidates for endorsements on teacher certificates on, or before, August 31, 2000, shall meet requirements as described in WAC 180-79A-300 through 180-79A-398; after August 31, 2000, candidates for endorsements on teacher certificates shall meet requirements as described in chapter 180-82 WAC.

(3) Colleges and universities may permit an individual accepted into programs in Washington state on, or before, August 31, 2000, to obtain endorsements under the requirements in WAC 180-79A-300 through 180-79A-398, if the individual completes the endorsement program on, or before, August 31, 2003, and the college or university verifies endorsement program completion to the superintendent of public instruction on, or before, December 31, 2003.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-79A-299, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-01-174, § 180-79A-299, filed 12/23/98, effective 1/23/99.]

WAC 180-79A-300 Certificate endorsement. Teacher certificates shall be endorsed as follows:

(1) Teacher certificates shall specify endorsements in subject area(s) and grade level(s).

(2) In order to change or add an endorsement to any teaching certificate, the candidate must complete an application, pay the certification fee specified in WAC 180-79A-130, and submit verification of completion of the necessary requirements specified in this chapter: Provided, That in order to change or add an endorsement to any teaching certificate in the vocational areas of agriculture education, business education, family and consumer sciences education, marketing education, and technology education after August 31, 2000, the candidate must also complete requirements under WAC 180-77-031.

[Statutory Authority: RCW 28A.410.010, 99-06-006, § 180-79A-300, filed 2/18/99, effective 3/21/99; 98-01-027, § 180-79A-300, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-300, filed 2/5/97, effective 3/8/97.]

Chapter 180-82 WAC CERTIFICATE ENDORSEMENTS AND ASSIGNMENT OF CERTIFICATED PERSONNEL

WAC

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WAC 180-82-002 Authority. The authority for this chapter is chapter 28A.410 RCW which authorizes the state board of education to establish, publish, and enforce rules and regulations determining eligibility for the certification of personnel employed in the common schools of this state. This authority is supplemented by RCW 28A.305.130(5) which authorizes the state board of education to specify the types and kinds of certificates necessary for the several departments within the common schools and by RCW 28A.150.220(4) which authorizes the state board of education to adopt rules that implement and ensure compliance with the basic program of education requirements of RCW 28A.150.250, 28A.150.260, and 28A.150.220 and such

related basic program of education requirements as may be established by the state board of education.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-002, filed 1/21/99, effective 2/21/99.]

WAC 180-82-004 Purposes. The purposes of this chapter are to:

- (1) Establish policies for the assignment of certificated personnel within districts; and
- (2) Establish policies and conditions for obtaining endorsements on teaching certificates.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-004, filed 1/21/99, effective 2/21/99.]

WAC 180-82-105 Assignment of classroom teachers within districts. In addition to holding teaching permits or certificates as required by WAC 180-16-220(2), the assignment of classroom teachers in the basic program of education shall comply with the following:

(1) Classroom teachers with standard or unendorsed continuing teacher certificates may be assigned to any grade or subject areas for which certification is required.

(2) Classroom teachers with initial, residency, endorsed continuing, or professional teacher certificates may be assigned only to the specified grades and specified subject areas stated as endorsements upon their respective certificates or permits.

(3) Classroom teachers with initial, residency, endorsed continuing, or professional teacher certificates who have an elementary education endorsement may be assigned to teach any subject in grades K-8.

(4) Any certificated teacher who has completed twenty-four quarter hours (sixteen semester hours) of academic study in a content area that will be offered in grades four through nine may be assigned to that course even if the teacher does not hold an endorsement in that area.

(5) Any certificated teacher may be assigned to a middle school or junior high school block program, which for the purpose of this section shall be defined as the same teacher assigned to teach two or more subject areas to the same group of students, if the teacher has an endorsement in one of the subject areas and has completed or will complete within one year nine quarter hours in each of the other subject areas.

(6) Upon determination by school districts that teachers have the competencies to be effective teachers in alternative settings, individuals with initial, residency, endorsed continuing, or professional teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to teach in alternative schools.

(7) Any certificated teacher may be assigned to courses offered in basic education subject areas not included with the list of endorsements specified in WAC 180-79A-302.

(8) Any certificated teacher may be assigned to serve as a substitute classroom teacher at any grade level or in any subject area for a period not to exceed thirty consecutive school days in any one assignment.

(9) Any certificated person holding a limited certificate as specified in WAC 180-79A-230 or a vocational education certificate as specified in chapter 180-77 WAC may be assigned as per the provisions of such section or chapter.

(10) If a teacher is assigned to provide special education, then the district must also comply with WAC 392-172-200 and 392-172-202.

(11) For the purpose of this section, the term "specified subject areas" shall mean courses or classes with the same subject area title as specified by the classroom teachers endorsement and courses or classes which the board of directors of the district determines to substantially include the same subject area as the endorsement—e.g., a classroom teacher with a health endorsement may be assigned to any course, regardless of course title, which substantially includes health as the subject area.

(12) Exceptions to the assignment requirements of subsection (1) of this section must comply with WAC 180-82-110.

(13) School district compliance with this section shall be subject to the state staff review process specified in WAC 180-16-195(2).

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-105, filed 1/21/99, effective 2/21/99.]

WAC 180-82-110 Exceptions to classroom teacher assignment policy. Exceptions to the classroom teacher assignment policy specified in WAC 180-82-105 shall be limited to the following:

(1) Upon determination by school districts that teachers have the competencies to be effective teachers in areas other than their endorsed areas, individuals with initial, residency, endorsed continuing, or professional teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to classes other than in their areas of endorsement. If teachers are so assigned, the following shall apply:

(a) A designated representative of the district and any such teacher so assigned shall mutually develop a written plan which provides for necessary assistance to the teacher, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment;

(b) Such teachers shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments;

(c) Such teaching assignments shall be approved by a formal vote of the local school board for each teacher so assigned; and

(d) The assignment of such teachers for the previous school year shall be reported annually to the state board of education by the employing school district as required by WAC 180-16-195. Included in the report shall be the number of teachers in out-of-endorsement assignments and the specific assistance being given to the teachers.

(2) Teachers with initial, residency, endorsed continuing, or professional teacher certificates who have not completed provisional status with a school district under RCW 28A.405.220 may be assigned to one out-of-endorsement assignment for a maximum of two periods (not more than forty percent full-time equivalent) a day. Conditions described in subsection (1)(a) through (d) of this section shall apply to teachers so assigned.

(3) After August 31, 2000, a teacher who has completed twenty-four quarter credit hours (sixteen semester credit hours) of the required special education course work in WAC 180-82-360 shall be eligible for a waiver from the special education office which will allow that person to be employed as a special education teacher. The remaining credits and all endorsement requirements shall be completed within three years of service as a special education teacher. Teachers who hold certificates endorsed in special education or who have received waivers from the special education office prior to September 1, 2000, shall not be affected by the requirements of this subsection.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-110, filed 1/21/99, effective 2/21/99.]

WAC 180-82-115 Superintendent of public instruction annual report to state board of education. The superintendent of public instruction annually shall submit to the state board of education a comprehensive report on the status of compliance by school districts with WAC 180-82-105. Such report, among other matters deemed important by the superintendent of public instruction, shall contain summary data regarding out-of-endorsement assignments pursuant to WAC 180-82-110 (1)(d).

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-115, filed 1/21/99, effective 2/21/99.]

WAC 180-82-120 Assignment of principals and vice-principals within districts. In addition to holding principal permits or certificates as required by WAC 180-16-220(2), the assignment of principals and vice-principals in the basic program of education shall comply with the following:

(1) Building administrators holding initial or provisional principals' certificates may serve only as principals or vice-principals for the grade levels stated in their endorsements with the following exceptions:

(a) Building administrators with grades K through 8 or preschool through 8 endorsements may serve as principals or vice-principals for grade levels preschool through 9.

(b) Building administrators with grades 7 through 12 endorsements may serve as principals or vice-principals for grade levels 4 through 12.

(c) Building administrators with initial or provisional certificates may be assigned to serve as substitute principals or vice-principals at any grade level for a period not to exceed thirty consecutive school days in any one assignment.

(2) Building administrators holding continuing or standard principals' certificates may be assigned to serve as a principal or vice-principal at any grade level.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-120, filed 1/21/99, effective 2/21/99.]

WAC 180-82-125 Assignment of educational staff associates. No person shall be assigned within the basic program of education to serve in a specific educational staff associate role, as identified in WAC 180-79A-140, unless such person holds a certificate or permit endorsed for such specific role.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-125, filed 1/21/99, effective 2/21/99.]

WAC 180-82-130 Assignment of persons providing instruction of Braille to students. (1) No certificated school district employee shall be assigned to provide instruction of Braille to students who has not demonstrated competency with the grade two standard literary Braille code by:

(a) Successful completion of the National Literary Braille Competency Test; or

(b) Successful completion of the Braille competency test developed at Portland State University; or

(c) Successful completion of any other test approved for use by the state board of education.

(2) No classified school district employee working under the supervision of a certificated school district employee, which certificated employee meets the requirement of subsection (1) of this section, may produce Braille material or provide instruction in the Braille code unless the employee has demonstrated competency with the grade two standard literary Braille code as provided under subsection (1) of this section.

(3) The state board shall establish a test review committee which shall be responsible for developing criteria to evaluate a test under subsection (1)(c) of this section. No test shall be considered for approval by the state board under subsection (1)(c) of this section unless it has been evaluated by the test review committee and a recommendation for approval or disapproval has been submitted to the board. At a minimum, the membership of the committee shall include persons representing:

(a) National Federation of the Blind of Washington;

(b) Washington council of the blind;

(c) Association of education and rehabilitation of the blind and visually impaired of Washington;

(d) Washington instructional resource center for the visually impaired;

(e) Washington state school for the blind; and

(f) Office of the superintendent of public instruction.

(4) A person who has met the requirement of subsection (1) of this section shall maintain their facility with the grade two standard literary Braille code by:

(a) Completing ten hours every five years of continuing education; or

(b) Successful completion every five years of one of the tests under subsection (1) of this section.

(5) This section shall take effect September 1, 1997.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-130, filed 1/21/99, effective 2/21/99.]

WAC 180-82-200 Purpose of endorsement requirements. The purposes of the endorsement requirements in chapter 180-82 WAC are:

(1) To align requirements for endorsements with the state's learning goals and essential academic learning requirements;

(2) To maintain rigorous standards for obtaining endorsements; and

(3) To provide school districts with teachers who are able to demonstrate a positive impact on student learning.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-200, filed 1/21/99, effective 2/21/99.]

WAC 180-82-201 Grade designations for endorsements obtained after August 31, 2000. In order to implement the state's reform legislation, schools are reorganizing by developmental levels, by benchmarks, by student performance, etc. Therefore, the designation of mandatory grade levels on certificates for assignment purposes, no longer appears appropriate. The state board of education does, however, wish to provide guidance to school districts in the placement of its certified staff and to colleges and universities in developing preparation programs by providing the following guidelines for grade and age designations:

- (1) Early childhood: Birth to third grade (age eight).
- (2) Elementary: Kindergarten (age five) to grade eight (age fourteen).
- (3) Middle level: Grade four (age nine) to grade nine (age fifteen).
- (4) Secondary: Grade five (age ten) to grade twelve (age eighteen).
- (5) All levels: Preschool (birth) to grade twelve (age eighteen).

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-201, filed 1/21/99, effective 2/21/99.]

WAC 180-82-202 Certificate endorsements. Teacher certificates shall be endorsed as follows:

- (1) **All levels:**
 - (a) Bilingual education, (supporting).
 - (b) Designated arts: Dance, (supporting).
 - (c) Designated arts: Drama, (supporting).
 - (d) Designated arts: Music: Choral, instrumental or general, (primary).
 - (e) Designated arts: Visual arts, (primary).
 - (f) Designated world languages, (primary and supporting).
 - (g) English as a second language, (supporting).
 - (h) Health/fitness, (primary).
 - (i) Library media, (primary and supporting).
 - (j) Reading, (primary and supporting).
 - (k) Special education, (primary).
- (2) **Early childhood:**
 - (a) Early childhood education, (primary and supporting).
 - (b) Early childhood special education, (primary).
- (3) **Elementary education,** (primary).
- (4) **Middle level,** (primary).
- (5) **Secondary level:**
 - (a) Designated science: Biology, (primary and supporting).
 - (b) Designated science: Chemistry, (primary and supporting).
 - (c) Designated science: Earth science, (primary and supporting).
 - (d) Designated science: Physics, (primary and supporting).
 - (e) Designated vocational/technical: Agriculture education, business education, family and consumer sciences education, marketing education, and technology education, (primary).

- (f) English, (primary).
- (g) English/language arts, (primary).
- (h) History, (primary).
- (i) Mathematics, (primary and supporting).
- (j) Science, (primary).
- (k) Social studies, (primary).

(6) **Traffic safety** endorsements may be noted on certificates issued under chapter 180-79A WAC if the candidate meets the requirements of the regulations promulgated by the superintendent of public instruction pursuant to RCW 28A.220.020(3).

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-23-023, § 180-82-202, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-202, filed 1/21/99, effective 2/21/99.]

WAC 180-82-204 Endorsement requirements. (1) Candidates for all primary and supporting teaching endorsements shall complete college/university programs approved by the state board of education pursuant to chapter 180-78A WAC, which include methodology (see WAC 180-78A-264(5)) and field experience/internship (see WAC 180-78A-264(7)) for the first endorsement.

(2) Colleges and universities shall consider modifying program requirements for individuals adding endorsements, based on the individual's previous course work, student teaching/internship, an assessment of the individual's knowledge and skills in the area of the endorsement being sought and other related endorsement areas, and previous teaching experience. In cases where individuals are employed as teachers, the colleges and universities may allow the individual to complete field-based requirements for the endorsement within the confines of the individual's existing schedule.

(3) The state board of education shall approve teacher preparation programs for each endorsement program at Washington colleges and universities, pursuant to chapter 180-78A WAC.

(4) Candidates from out-of-state shall be required to present verification that they completed a state approved program (equivalent to a major) in a Washington endorsement area.

(5) Course work used to meet endorsement requirements must be completed through a regionally accredited college/university.

(6) Only course work in which an individual received a grade of C (2.0) or higher or a grade of pass on a pass-fail system of grading shall be counted toward the course work required for the approved endorsement program.

(7) Nothing within this chapter precludes a college or university from adopting additional requirements as conditions for recommendation, by such college or university, to the superintendent of public instruction for a particular subject area endorsement.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-204, filed 1/21/99, effective 2/21/99.]

WAC 180-82-210 Primary and supporting endorsements. (1) All endorsements obtained under the requirements in chapter 180-82 WAC shall be designated as either primary or supporting endorsements on teaching certificates.

(2) All candidates for teaching certificates shall be required to obtain a primary endorsement.

(3) Primary endorsements shall require a minimum of forty-five quarter credit hours (thirty semester credit hours) of academic study (or its equivalent) in the endorsement area: Provided, That primary endorsements for broad area endorsements (i.e., English/language arts, science, and social studies) shall require sixty quarter credit hours (forty semester credit hours) of academic study (or its equivalent) in the endorsement area.

(4) Supporting endorsements shall require a minimum of twenty-four quarter credit hours (sixteen semester credit hours) of academic study (or its equivalent) in the endorsement area.

(5) The state board of education or its designee may establish performance/competency criteria for obtaining an endorsement.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-82-210, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-210, filed 1/21/99, effective 2/21/99.]

WAC 180-82-215 Implementation policies. (1) All teachers who obtain endorsements after August 31, 2000, shall meet the requirements in chapter 180-82 WAC: Provided, That colleges and universities may permit an individual accepted into programs in Washington state on, or before, August 31, 2000, to obtain endorsements under the requirements in WAC 180-79A-300 through 180-79A-398, if the individual completes the endorsement program on, or before, August 31, 2003, and the college or university verifies endorsement program completion to the superintendent of public instruction on, or before, December 31, 2003: Provided further, That the state board of education or its designee may waive this requirement on a case-by-case basis.

(2) Teachers applying for a continuing or professional certificate after August 31, 2000, shall be required to obtain only one endorsement.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 99-23-023, § 180-82-215, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-215, filed 1/21/99, effective 2/21/99.]

WAC 180-82-300 Bilingual education—All levels, (supporting). In order to obtain a supporting endorsement in bilingual education, the candidate shall have completed a primary endorsement in another endorsement area, shall have demonstrated proficiency in the English language, shall have completed a state approved preparation program in bilingual education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Language acquisition theory.
- (2) Cross-cultural teaching and learning strategies.

(3) Literacy development (reading, writing, listening, speaking).

(4) History and theory of bilingual education.

(5) Instructional strategies for bilingual education.

(6) Demonstrated proficiency in a targeted foreign language.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-300, filed 1/21/99, effective 2/21/99.]

WAC 180-82-304 Designated arts: Dance—All levels (supporting). In order to receive a supporting endorsement in designated arts: Dance, the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in designated arts: Dance which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below and shall have demonstrated a level of artistic and technical proficiency appropriate for his/her dance concentration. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Elements of dance.
- (2) Composition, improvisation, or choreography.
- (3) Dance science.
- (4) Dance production.
- (5) Social, cultural, and historical contexts and connections.
- (6) Equipment and facilities safety.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-304, filed 1/21/99, effective 2/21/99.]

WAC 180-82-308 Designated arts: Drama—All levels, supporting. In order to receive a supporting endorsement in designated arts: Drama, the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in designated arts: Drama which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Acting skills, including improvisational and script-based.
- (2) Theatrical design and construction.
- (3) Directing.
- (4) Stage management.
- (5) Analysis and criticism of both script and performances.
- (6) Equipment, materials, and facilities safety.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-308, filed 1/21/99, effective 2/21/99.]

WAC 180-82-310 Designated arts: Choral, instrumental, or general music—All levels, primary. In order to receive a primary endorsement in designated arts: Choral, instrumental, or general music, the candidate shall have completed a state approved preparation program in designated arts: Choral, instrumental, or general music which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Performance in-depth study of instrument or voice.
- (2) Aural skills and analysis.
- (3) Composition and improvisation.
- (4) Performance repertory (e.g., instrumental, choral, solo, world music).
- (5) Technology.
- (6) Conducting.
- (7) Arranging.
- (8) Theory analysis of music literature.
- (9) Equipment and facilities safety.
- (10) Social, cultural, and historical contexts and connections.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-310, filed 1/21/99, effective 2/21/99.]

WAC 180-82-312 Designated arts: Visual arts—All levels, primary. In order to receive a primary endorsement in designated arts: Visual arts, the candidate shall have completed a state approved preparation program in designated arts: Visual arts which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Skills and techniques in multiple media (e.g., painting, sculpture, drawing, computer, photography).
- (2) Composition and production using design principles.
- (3) Analysis and interpretation of art.
- (4) Social, cultural and historical contexts and connections.
- (5) Material, equipment, and facilities safety.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-312, filed 1/21/99, effective 2/21/99.]

WAC 180-82-314 Designated science: Biology—Secondary, primary. In order to receive a primary endorsement in designated science: Biology, the candidate shall have completed a state approved preparation program in designated science: Biology which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work

and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Botany with lab.
- (2) Zoology with lab.
- (3) Genetics.
- (4) Microbiology or cellbiology with lab.
- (5) Chemistry with lab.
- (6) Ecology.
- (7) Evolution.
- (8) Lab safety, practice, and management.
- (9) Lab, inquiry-based experience.
- (10) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-314, filed 1/21/99, effective 2/21/99.]

WAC 180-82-315 Designated science: Biology—Secondary, supporting. In order to receive a supporting endorsement in designated science: Biology, the candidate shall have completed a state approved preparation program in designated science: Biology which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas*:

- (1) Botany with lab.
- (2) Zoology with lab.
- (3) Genetics.
- (4) Microbiology or cell biology with lab.
- (5) Chemistry with lab.
- (6) Ecology.
- (7) Evolution.
- (8) Lab safety, practice, and management.
- (9) Lab, inquiry-based experience.
- (10) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

* Program must include #(8) Lab safety, practice and management.

[Statutory Authority: RCW 28A.305.130 (1) and (2) and 28A.410.010. 99-07-102, § 180-82-315, filed 3/23/99, effective 4/23/99.]

WAC 180-82-316 Designated science: Chemistry—Secondary, primary. In order to receive a primary endorsement in designated science: Chemistry, the candidate shall have completed a state approved preparation program in designated science: Chemistry which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) General principles of chemistry with lab (i.e., inorganic, physical, and analytical).

- (2) Advanced study in organic chemistry with lab.
- (3) Quantitative analysis with lab.
- (4) Biochemistry with lab.
- (5) Physics.
- (6) Laboratory safety, practice, and management.
- (7) Lab, inquiry-based experience.
- (8) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-316, filed 1/21/99, effective 2/21/99.]

WAC 180-82-317 Designated science: Chemistry—Secondary, supporting. In order to receive a supporting endorsement in designated science: Chemistry, the candidate shall have completed a state approved preparation program in designated science: Chemistry which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas*:

- (1) General principles of chemistry with lab (i.e., inorganic, physical, and analytical).
- (2) Advanced study in organic chemistry with lab.
- (3) Quantitative analysis with lab.
- (4) Biochemistry with lab.
- (5) Physics.
- (6) Lab safety, practice, and management.
- (7) Lab, inquiry-based experience.
- (8) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

* Program must include #(6) Lab safety, practice and management.

[Statutory Authority: RCW 28A.305.130 (1) and (2) and 28A.410.010. 99-07-102, § 180-82-317, filed 3/23/99, effective 4/23/99.]

WAC 180-82-318 Designated science: Earth science—Secondary, primary. In order to receive a primary endorsement in designated science: Earth science, the candidate shall have completed a state approved preparation program in designated science: Earth science which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Physical geology.
- (2) Historical geology.
- (3) Environmental issues related to earth science.
- (4) Oceanography.
- (5) Astronomy.
- (6) Meteorology.
- (7) Lab safety, practice, and management.
- (8) Lab, inquiry-based experience.

- (9) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-318, filed 1/21/99, effective 2/21/99.]

WAC 180-82-319 Designated science: Earth science—Secondary, supporting. In order to receive a supporting endorsement in designated science, the candidate shall have completed a state approved preparation program in designated science: Earth science which shall be comprised of the appropriate pedagogy courses and field experience/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas*:

- (1) Physical geology.
- (2) Historical geology.
- (3) Environmental issues related to earth science.
- (4) Oceanography.
- (5) Astronomy.
- (6) Meteorology.
- (7) Lab safety, practice, and management.
- (8) Lab, inquiry-based experience.
- (9) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

* Program must include #(7) Lab safety, practice and management.

[Statutory Authority: RCW 28A.305.130 (1) and (2) and 28A.410.010. 99-07-102, § 180-82-319, filed 3/23/99, effective 4/23/99.]

WAC 180-82-320 Designated science: Physics—Secondary, primary. In order to receive a primary endorsement in designated science: Physics, the candidate shall have completed a state approved preparation program in designated science: Physics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) General principles of physics, with lab.
- (2) Lab safety, practice and management.
- (3) Lab, inquiry-based experience.
- (4) Relationships of the concepts of science to contemporary, historical, technological and societal issues.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-320, filed 1/21/99, effective 2/21/99.]

WAC 180-82-321 Designated science: Physics—Secondary, supporting. In order to receive a supporting endorsement in designated science: Physics, the candidate shall have completed a state approved preparation program in designated science: Physics which shall be comprised of the appropriate pedagogy courses and field experiences/intern-

ship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) General principles of physics, with lab.
- (2) Lab safety, practice and management.
- (3) Lab, inquiry-based experience.
- (4) Relationships of the concepts of science to contemporary, historical, technological and societal issues.

[Statutory Authority: RCW 28A.305.130 (1) and (2) and 28A.410.010, 99-07-102, § 180-82-321, filed 3/23/99, effective 4/23/99.]

WAC 180-82-322 Designated vocational/technical—Secondary, primary. In order to obtain a primary endorsement in designated vocational/technical: Agriculture education, business education, family and consumer sciences education, marketing education, or technology education, the candidate shall have completed a state approved preparation program pursuant to WAC 180-77A-170.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-322, filed 1/21/99, effective 2/21/99.]

WAC 180-82-324 Designated world languages—All levels, primary. In order to receive a primary endorsement in designated world languages the candidate shall have completed a state approved preparation program in designated world languages which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Communication in the designated world language: Speaks, understands, reads, and writes in a variety of contexts with a variety of situations.
 - (2) Culture and language.
 - (a) Describes, analyzes, and interprets cultural and language practices, products, and perspectives.
 - (b) Analyzes similarities and differences between United States and designated language cultures (e.g., history, mores, traditions, celebrations, and community context).
 - (c) Participates in designated world language community.
 - (3) Interdisciplinary integration (e.g., world languages and educational technology, selected areas in social studies, in language arts and any other suitable area).
 - (4) A variety of language acquisition theories.
 - (5) Appropriate methodological study for all levels, including but not limited to, FLES strategies and skills.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-324, filed 1/21/99, effective 2/21/99.]

WAC 180-82-326 Designated world languages—All levels, supporting. In order to receive a supporting endorsement in designated world languages, the candidate shall have

completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in designated world languages which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Communication in the designated world language: Speaks, understands, reads, and writes in a variety of contexts with a variety of situations.
 - (2) Culture and language.
 - (a) Describes, analyzes, and interprets cultural and language practices, products, and perspectives.
 - (b) Analyzes similarities and differences between United States and designated language cultures (e.g., history, mores, traditions, celebrations, and community context).
 - (c) Participates in designated world language community.
 - (3) Interdisciplinary integration (e.g., world languages and educational technology, selected areas in social studies, in language arts and any other suitable area).
 - (4) A variety of language acquisition theories.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-326, filed 1/21/99, effective 2/21/99.]

WAC 180-82-328 Early childhood education—Primary. In order to obtain a primary endorsement in early childhood education, the candidate shall have completed a state approved preparation program in early childhood education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Dynamics of family structure and involving parents and community agencies in early childhood development.
 - (2) Curriculum, instruction, and assessment in the following:
 - (a) Communication skills, emerging literacy, and language arts.
 - (b) Math and science.
 - (c) Social studies.
 - (d) Arts.
 - (i) Art.
 - (ii) Music.
 - (iii) Drama.
 - (iv) Creative movement/dance.
 - (e) Health/fitness.
 - (3) Typical and atypical growth and development (cognitive, linguistic, motor, and social).
 - (4) Assessment methods designed to measure developmental progress.

(5) Knowledge of requirements for promoting social competence.

(6) Knowledge of exceptionalities and identification of high risk and special needs students, and methods of modifying curriculum, instructional strategies and assessment.

(7) Strategies for environmental design and management of physical space, equipment, and material.

(8) Current issues and trends in early childhood education.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-328, filed 1/21/99, effective 2/21/99.]

WAC 180-82-330 Early childhood education—Supporting. In order to obtain a supporting endorsement in early childhood education the candidate shall have completed a primary endorsement in elementary education or special education, shall have completed a state approved preparation program in early childhood education, and shall have completed twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Dynamics of family structure and involving parents and community agencies in early childhood development.

(2) Curriculum, instruction, and assessment in the following:

(a) Communication skills, emerging literacy, and language arts.

(b) Math and science.

(c) Social studies.

(d) The arts.

(i) Visual arts.

(ii) Music.

(iii) Drama.

(iv) Creative movement/dance.

(e) Health/fitness.

(3) Typical and atypical growth and development (cognitive, linguistic, motor, and social) and assessment methods.

(4) Strategies for environmental design and management of physical space, equipment, and material.

(5) Knowledge of requirements for promoting social competence.

(6) Current issues and trends in early childhood education.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-330, filed 1/21/99, effective 2/21/99.]

WAC 180-82-331 Early childhood special education—Primary. In order to receive a primary endorsement in early childhood special education, the candidate shall have completed a state approved preparation program in early childhood special education which shall be comprised of the appropriate pedagogy courses and field experiences/internship pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable

to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Typical and atypical growth and development (cognitive, linguistic, motor and social).

(2) Dynamics of family systems and involving parents and community agencies in early childhood development, including knowledge of cultural and linguistic diversity.

(3) Exceptionally—defined as an overview of all disabling conditions, including low to high incidence disabilities.

(4) Curriculum modification and adaptation (including developmental precursors to the essential academic learning requirements), accommodations, special aids, technology, and equipment.

(5) Age appropriate child assessment and evaluation strategies:

(a) Functional analysis of behavior, including caregiver-child interactions.

(b) Individualized family service plan/individualized education plan development.

(c) Accommodations for the Washington assessment of student learning.

(6) Strategies for environmental design and management of physical space, equipment, and materials.

(7) Procedural and substantive legal issues in special education, including provisions for eligible infants and toddlers.

(8) Least restrictive environment/natural environment/inclusion strategies for early childhood special education.

(9) Specially designed instruction, including curriculum materials in all developmental domains and content areas.

(10) Age and developmentally appropriate, effective strategies for teaching pro-social skills and addressing behavioral problems.

(11) Transition planning for new settings.

(12) Organization and management systems (i.e., individualized family service plan/individualized education plan, scheduling, evaluation, and recordkeeping/data collection).

(13) Collaboration, teaming, and partnerships with families, professionals, and related human services agency personnel.

(14) Supervision of paraprofessionals.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), 99-06-005, § 180-82-331, filed 2/18/99, effective 3/21/99.]

WAC 180-82-332 Elementary education—Primary. In order to receive a primary endorsement in elementary education, the candidate shall have completed a state approved preparation program in elementary education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78 WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas listed below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills at the developmentally appropriate levels in the following areas:

(1) Language literacy.

(a) Reading strategies.

- (b) The writing process.
- (c) Communication.
- (d) Language skills.
- (e) Child and adolescent literature.
- (2) Mathematics.
 - (a) Number sense.
 - (b) Measurement.
 - (c) Geometric sense.
 - (d) Probability and statistics.
 - (e) Algebraic sense.
- (3) Science. Life and physical science, including a lab science.
 - (4) Social studies.
 - (a) U.S. history.
 - (b) Geography.
 - (c) Economics.
 - (d) Civics.
 - (5) The arts.
 - (a) Music.
 - (b) Visual arts.
 - (c) Drama.
 - (d) Creative movement/dance.
 - (6) Health/fitness.
 - (a) Foundations of health and fitness.
 - (b) Safe living.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-332, filed 1/21/99, effective 2/21/99.]

WAC 180-82-334 English—Secondary, primary. In order to receive a primary endorsement in English the candidate shall have completed a state approved preparation program in English which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) The reading process (e.g., skills and strategies).
- (2) The writing process (e.g., expository, technical, narrative).
- (3) Communication (e.g., speaking, listening, and analyzing).
- (4) Language skills (conventions) and structure (social/historical).
- (5) Literature (e.g., American, British, world, and multicultural).

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-334, filed 1/21/99, effective 2/21/99.]

WAC 180-82-336 English/language arts—Secondary, primary. In order to receive a primary endorsement in English/language arts the candidate shall have completed a state approved preparation program in English/language arts which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative per-

formance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) The reading process (e.g., skills and strategies).
- (2) The writing process (e.g., expository, technical, narrative).
- (3) Communication (e.g., speech, listening, media analysis, acting, journalism).
- (4) Language skills (conventions) and structure (social/historical).
- (5) American, British, world, multicultural, and adolescent literature, including representation from the following genre: Poetry, drama, fiction, nonfiction, and technical materials.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-336, filed 1/21/99, effective 2/21/99.]

WAC 180-82-339 English as a second language—All levels, supporting. In order to obtain a supporting endorsement in English as a second language, the candidate shall have completed a primary endorsement in another endorsement area, shall have demonstrated proficiency in the English language, shall have completed a state approved preparation program in English as a second language which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Language acquisition theory.
- (2) Cross-cultural teaching and learning strategies.
- (3) Literacy development (reading, writing, listening, speaking).
- (4) History and theory of ESL.
- (5) Instructional strategies for ESL.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-339, filed 1/21/99, effective 2/21/99.]

WAC 180-82-342 Health/fitness—All levels, primary. In order to receive a primary endorsement in health/fitness the candidate shall have completed a state approved preparation program in health/fitness which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Foundations of health and fitness
- (2) Safe living, including first aid and CPR.
- (3) Scientific foundations for health and fitness (i.e., anatomy exercise physiology, kinesiology/biomechanics, psychomotor maturation and development, and motor learning).

(4) Movement, activities, and application with attention to special needs populations.

(5) Coordinated health education (i.e., alcohol and other drugs, diseases, injury prevention, human relationships, nutrition, HIV prevention, and abuse prevention).

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-342, filed 1/21/99, effective 2/21/99.]

WAC 180-82-343 History—Secondary, primary. In order to receive a primary endorsement in history the candidate shall have completed a state approved preparation program in history which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Pacific Northwest history.
- (2) United States history, including chronological, thematic, multicultural, ethnic, and women's history.
- (3) World, regional, or country history.
- (4) Civics/political science/United States government.
- (5) Geography.
- (6) Economics.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-343, filed 1/21/99, effective 2/21/99.]

WAC 180-82-344 Library media—All levels, primary. In order to receive a primary endorsement in library media, the candidate shall have completed a state approved preparation program in library media which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Integration of information technologies with essential academic learnings.
- (2) Needs assessment, evaluation, and selection of diverse literature, media (print, nonprint, and electronic), and information services for children and young adults.
- (3) Understanding and utilization of existing and emerging information technologies.
- (4) Media (print, nonprint and electronic) literacy-methods and instruction.
- (5) Research and library applications in the curriculum.
- (6) Social, ethical, and legal implications of information technologies.
- (7) Management of library media program-services and facilities.
- (8) Theories and accepted principles of standardized systems of cataloguing, process, and classification.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-344, filed 1/21/99, effective 2/21/99.]

WAC 180-82-346 Library media—All levels, supporting. In order to receive a supporting endorsement in library media, the candidate shall have completed a primary endorsement in elementary education or middle level, shall have completed a state approved preparation program in library media which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Integration of information technologies with essential academic learnings.
- (2) Needs assessment, evaluation, and selection of diverse literature, media (print, nonprint, and electronic), and information services for children and young adults.
- (3) Understanding and utilization of existing and emerging information technologies.
- (4) Social, ethical and legal implications of information technologies.
- (5) Management of library media program-services and facilities.
- (6) Theories and accepted principles of standardized systems of cataloguing, process, and classification.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-346, filed 1/21/99, effective 2/21/99.]

WAC 180-82-348 Mathematics—Secondary, primary. In order to receive a primary endorsement in mathematics, the candidate shall have completed a state approved preparation program in mathematics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Geometry (Euclidean and non-Euclidean).
- (2) Probability and statistics.
- (3) Calculus (integral and differential).
- (4) Discrete mathematics.
- (5) Logic and problem solving.
- (6) History of math or foundations of math.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-348, filed 1/21/99, effective 2/21/99.]

WAC 180-82-349 Mathematics—Secondary, supporting. In order to receive a supporting endorsement in mathematics, the candidate shall have completed a state approved preparation program in mathematics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/univer-

sity, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Geometry (Euclidean and non-Euclidean).
- (2) Probability and statistics.
- (3) Logic and problem solving.
- (4) History of math or foundations of math.

[Statutory Authority: RCW 28A.305.130 (1) and (2) and 28A.410.010. 99-07-102, § 180-82-349, filed 3/23/99, effective 4/23/99.]

WAC 180-82-350 Middle level, primary. In order to obtain an endorsement in middle level, the candidate shall have completed a state approved preparation program in middle level which shall be comprised of the developmentally appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below:

(1) A primary area comprised of thirty quarter credit hours (twenty semester credit hours) in either:

(a) Humanities, including a minimum of ten quarter credit hours (six semester credit hours) from language arts and ten quarter credit hours (six semester credit hours) from social studies with the remaining credit hours taken from language arts and/or social studies to total thirty quarter credit hours (twenty semester credit hours); or

(b) Math-science, including a minimum of ten quarter credit hours (six semester credit hours) from math and ten quarter credit hours (six semester credit hours) from science with the remaining credit hours taken from math and/or science to total thirty quarter credit hours (twenty semester credit hours); and

(2) A supporting area comprised of fifteen quarter credit hours (ten semester credit hours) from one of the following:

(a) Humanities (available only to candidates whose primary area is math-science); or

(b) Math-science (available only to candidates whose primary area is humanities); or

(c) Designated arts; or

(d) Vocational-technical; or

(e) Designated world languages; or

(f) Health/fitness.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-350, filed 1/21/99, effective 2/21/99.]

WAC 180-82-352 Reading—All levels, primary. In order to receive a primary endorsement in reading/literacy the candidate shall have completed a state approved preparation program in reading which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Assessment and diagnosis of reading skills and deficiencies.

(2) Strategies of how to teach reading.

(a) Scientifically validated research-based instructional strategies.

(b) Developmental stages/theories of reading.

(c) Philosophy of reading.

(3) Language acquisition/integration.

(4) Social/cultural contexts for literacy.

(5) Reading process, including decoding, encoding, and student response to child and adolescent literature.

(6) Beginning literacy (reading, writing, spelling, and communication).

(7) Reading in the content areas, fiction and nonfiction, including, but not limited to, enriched literature and expository text in the content areas.

(8) Literacy for a second language learner.

(9) Meta-cognitive strategies (teaching children to self-assess their reading ability).

(10) Risk factors for reading difficulties and intervention strategies for students experiencing reading difficulties.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-352, filed 1/21/99, effective 2/21/99.]

WAC 180-82-354 Reading—All levels, supporting. In order to receive a supporting endorsement in reading the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in reading, which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, and shall have completed twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Assessment and diagnosis of reading skills and deficiencies.

(2) Language acquisition/integration.

(3) Social/cultural contexts for literacy.

(4) Beginning literacy (reading, writing, spelling, and communication).

(5) Reading in the content areas, fiction and nonfiction, including, but not limited to, enriched literature and expository text in the content areas.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-354, filed 1/21/99, effective 2/21/99.]

WAC 180-82-355 Science—Secondary, primary. In order to receive a primary endorsement in science the candidate shall have completed a state approved preparation program in science which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below, as follows:

(1) Forty-five quarter credit hours (thirty semester credit hours) in a designated science area (biology, chemistry, earth science, or physics), including all the requirements for the endorsement in that area; and

(2) Fifteen quarter credit hours (ten semester credit hours) from the remaining three science areas, including course work from each of those three areas.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-355, filed 1/21/99, effective 2/21/99.]

WAC 180-82-356 Social studies—Secondary, primary. In order to receive a primary endorsement in social studies the candidate shall have completed a state approved preparation program in social studies which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below, including twenty-four quarter credit hours (sixteen semester credit hours) in history. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Pacific Northwest history.
- (2) United States history, including chronological, thematic, multicultural, ethnic and women's history.
- (3) World, regional, or country history.
- (4) Geography.
- (5) Political science, civics, or government.
- (6) Anthropology, psychology, or sociology.
- (7) Economics.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-356, filed 1/21/99, effective 2/21/99.]

WAC 180-82-360 Special education—All levels, primary. (See WAC 180-82-110(3) for information regarding eligibility for a waiver for a candidate who may be assigned to a special education classroom, if he or she has completed twenty-four quarter credit hours (sixteen semester credit hours) of the course work specified below.) In order to receive a primary endorsement in special education, the candidate shall have completed a state approved preparation program in special education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter 180-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Exceptionality-defined as an overview of all disabling conditions, including low to high incidence disabling.
- (2) Curriculum modification and adaptation (including modifying the essential academic learning requirements), accommodations, special aids, technology, and equipment.
- (3) Least restrictive environment/inclusion strategies for special education.
- (4) Student assessment and evaluation.
 - (a) Functional behavior analysis.
 - (b) Individualized education plan/individualized family services plan development.
 - (c) Accommodations for the Washington assessment of student learning.
- (5) Procedural and substantive legal issues in special education.
- (6) Specially designed instruction including curriculum materials in all content areas.

(7) Effective procedures and strategies for teaching pro-social skills and addressing behavioral problems.

(8) School, family, community partnerships to improve learning for students with disabilities and their families (understanding and applying) knowledge of family systems including cultural and linguistic diversity).

(9) Transition planning for new settings including planning post school outcomes.

(10) Organization and management systems (i.e., individualized education plan/individualized family services plan, scheduling, evaluation, and recordkeeping/data collection).

(11) Methods, issues and trends in early childhood education.

(12) Collaboration, teaming, partnerships, and supervision of paraeducators.

[Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), 99-04-008, § 180-82-360, filed 1/21/99, effective 2/21/99.]

Chapter 180-85 WAC

PROFESSIONAL CERTIFICATION—CONTINUING EDUCATION REQUIREMENT

WAC

180-85-075

Continuing education requirement.

WAC 180-85-075 Continuing education requirement. Continuing education requirements are as follows:

(1) Each holder of a continuing or a standard certificate affected by this chapter shall be required to complete during a five-year period one hundred fifty continuing education credit hours, as defined in WAC 180-85-030, prior to his or her first lapse date and during each five-year period between subsequent lapse dates as calculated in WAC 180-85-100.

(2) Each holder of a valid professional certificate shall be required to complete one hundred fifty continuing education credit hours, as defined in WAC 180-85-030, since the certificate was issued in order to renew. All continuing education credit hours shall relate to either (a) or (b) of this subsection: Provided, That both categories (a) and (b) must be represented in the one hundred fifty continuing education credit hours required for renewal:

(a) One or more of the following three standards outlined in WAC 180-78A-540:

- (i) Effective instruction.
- (ii) Leadership.
- (iii) Professional development.

(b) One of the salary criteria specified in RCW 28A.415.023.

(i) Is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.320.205, the annual school performance report, for the school in which the individual is assigned;

(ii) Pertains to the individual's current assignment or expected assignment for the subsequent school year;

(iii) Is necessary to obtain an endorsement as prescribed by the state board of education;

(iv) Is specifically required to obtain advanced levels of certification; or

(v) Is included in a college or university degree program that pertains to the individual's current assignment, or potential future assignment, as a certified instructional staff.

[Statutory Authority: RCW 28A.410.010. 99-14-010, § 180-85-075, filed 6/24/99, effective 7/25/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-01-174, § 180-85-075, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.70.005. 89-01-043 (Order 28-88), § 180-85-075, filed 12/14/88; 86-13-018 (Order 8-86), § 180-85-075, filed 6/10/86.]

Title 182 WAC HEALTH CARE AUTHORITY

Chapters

- 182-08 **Procedures.**
- 182-12 **Eligible and noneligible employees.**
- 182-25 **Washington basic health plan.**

Chapter 182-08 WAC PROCEDURES

WAC

- 182-08-095 Waiver of coverage.

WAC 182-08-095 Waiver of coverage. Employees eligible for PEBB health care coverage have the option of waiving medical coverage for themselves and any or all dependents if they are covered by another medical plan. In order to waive medical coverage, the employee must complete an enrollment form that identifies the individuals for whom coverage is being waived. If an employee waives medical coverage for him/herself, coverage is automatically waived for all eligible dependents. An employee may choose to enroll only him/herself, and waive medical coverage for any or all dependents.

Employees and dependents whose medical coverage is waived will remain enrolled in a PEBB dental plan. Employees will also remain enrolled in PEBB life and long term disability coverage.

If PEBB medical coverage is waived, an otherwise eligible person may not enroll in a PEBB plan until the next open enrollment period, or within 31 days of loss of other medical coverage. Proof of other medical coverage is required to demonstrate that: 1) Coverage was continuous from the date PEBB coverage was waived; and 2) the period between loss of coverage and application for PEBB coverage is 31 days or less. The employee and dependents may have an additional opportunity to enroll in the event of acquisition of a new dependent as a result of marriage, birth, adoption, or placement for adoption, provided that enrollment is requested within 31 days of marriage or within 60 days of birth, adoption or placement for adoption.

[Statutory Authority: RCW 41.05.160. 99-19-029 (Order 99-03), § 182-08-095, filed 9/8/99, effective 10/9/99; 97-21-126, § 182-08-095, filed 10/21/97, effective 11/21/97. Statutory Authority: Chapter 41.05 RCW. 96-08-042, § 182-08-095, filed 3/29/96, effective 4/29/96.]

Chapter 182-12 WAC

ELIGIBLE AND NONELIGIBLE EMPLOYEES

WAC

- 182-12-111 Eligible entities and individuals.
- 182-12-119 Eligible dependents.

WAC 182-12-111 Eligible entities and individuals.

The following entities and individuals shall be eligible to participate in PEBB insurance plans subject to the terms and conditions set forth below:

(1) State agencies. Every department, division, or separate agency of state government, including all state higher education institutions, including the higher education coordinating board, and the state board for community and technical colleges is eligible and required to participate in all PEBB approved plans. Insurance and health care contributions for ferry employees shall be governed by RCW 47.64.270.

Employees of technical colleges previously enrolled in a benefits trust may terminate PEBB coverage by January 1, 1996, or the expiration of the current collective bargaining agreements, whichever is later. Employees electing to terminate PEBB coverage have a one-time re-enrollment option after a five year wait. Employees of a bargaining unit may terminate only as an entire bargaining unit. All administrative or managerial employees may terminate only as an entire unit.

Technical colleges with employees enrolled in a benefits trust shall remit to the HCA a retiree remittance as specified in the omnibus appropriations act, for each full-time employee equivalent. The remittance may be prorated for employees receiving a prorated portion of benefits.

(2) Employees of employee organizations representing state civil service employees, at the option of each employee organization, and, effective October 1, 1995, employees of employee organizations currently pooled with employees of school districts for the purpose of purchasing insurance benefits, at the option of such employee organization.

(3) Employees of a school district, educational service district, county, municipality, or other political subdivision of the state may participate in PEBB insurance programs provided:

(a) All eligible employees of the entity transfer to PEBB plan coverage as a unit. If the employer group meets the minimum size standards established by HCA, bargaining units may elect to participate separately from the whole group, and the nonrepresented employees may elect to participate separately from the whole group provided all nonrepresented employees join as a group.

(b) The legislative authority or the board of directors obligates itself to participate in all PEBB insurance plans. The PEBB medical must be the only employer sponsored medical plans available to all eligible employees.

(c) The legislative authority of the entity or the board of directors submits an application together with employee census data and, if available, prior claims experience of the entity to the HCA. The application to participate in the PEBB plans is subject to the approval of the HCA.

(d) The legislative authority or the board of directors agrees to maintain its PEBB plan participation for a mini-